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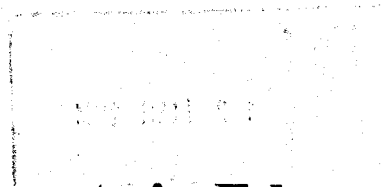
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Daniel Bosmans MA BA (Hons)

**Learning French Pronunciation Outside
the Classroom: A Sound Pedagogical
Experience?**



Doctorate in Education (EdD)

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Abstract

New technologies have revolutionised the way people learn. In language learning, using a web-conferencing system is a relatively new development, and acquiring pronunciation skills in a virtual environment even more so. The central question of this exploratory study is whether learning pronunciation outside the classroom is a pedagogically sound experience. The focus is on learners: their emotions, with a particular emphasis on Foreign Language Anxiety (FLA), and the strategies they use to learn pronunciation on their own and with others in a new online environment. Macdonald *et al.* (1994) contended that second language (L2) pronunciation needed more research and over the years, more studies have explored the effectiveness of pronunciation teaching (see Munro and Derwing, 2011; for a review of L2 pronunciation teaching). The present study also looks at L2 pronunciation but investigates the learning of it in a non-conventional setting.

The mixed-method research approach in this study, grounded in a post-positivist paradigm, involved two quantitative instruments: a questionnaire and a recorded reading activity of a text; and two qualitative instruments: think-aloud verbal protocols (TAPs) and semi-structured interviews. Participants who were involved in every stage of the study were then the object of case studies as these 'can penetrate situations in ways that are not always susceptible to numerical analysis' (Cohen *et al.*, 2003, p181). The four different sources of data provided multiple perspectives on students' emotions and strategies when working on pronunciation in a virtual learning environment (VLE) or on their own, and these perspectives deepen our understanding of how distance learners can acquire good pronunciation skills outside the classroom.

Acknowledgments

This thesis is dedicated to my wife, Donna, who has not seen much of me for the last four years and yet has given me her indubitable support since the beginning of this project.

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List of Acronyms

CALL	Computer-Assisted Language Learning
CAPT	Computer-Assisted Pronunciation Teaching
CMC	Computer-Mediated Communication
FLA	Foreign Language Anxiety
FLCAS	Foreign Language Classroom Anxiety Scale
HVPT	High Variability Phonetic Training
ICT	Information and Communication Technology
L1	First Language
L2	Second Language
LORO	Language Open Resources Online
MFL	Modern Foreign Language
NLM	Native Language Magnet
NNS	Non-Native Speaker
NS	Native Speaker
OU	Open University
SILL	Strategy Inventory for Language Learning
SLA	Second Language Acquisition
SLM	Speech Learning Model
SRPP	Student Research Project Panel
SPSS	Statistical Package for the Social Sciences
TAP	Think-Aloud Protocol
TMA	Tutor-Marked Assignment
VLE	Virtual Learning Environment

Chapter One: Introduction

This chapter provides some background information about the study and how it developed from the first proposal. It also introduces the four research questions which the study addressed.

Background to the Research and Development of the Project

Much of the literature in language learning has already addressed issues around the acquisition of speaking skills and the different cognitive and affective variables impacting on it - see Dörnyei (2009) for a comprehensive and updated review of essential issues in second language acquisition (SLA) research - but there has been very limited attention given to how variables such as emotions, the learning environment and learning strategies influence learners' pronunciation learning. Foreign Language Anxiety (FLA) is a salient feature of the present study as it investigates a sub-skill of speaking which is often viewed as 'the single most important source of language anxiety' (MacIntyre, 1999, p33). Horwitz *et al.* state that 'speaking in the target language seems to be the most threatening aspect of foreign language learning, the current emphasis on the development of communicative competence poses particularly great difficulties for the anxious student' (1986, p132).

Not only has pronunciation usually been addressed as part of speaking skills in general, but there has even been less research on how cognitive and affective variables affect pronunciation when the learning environment is virtual, a relatively new phenomenon. There is thus an urgent need to investigate the development of phonological skills for distance learners both during online tutorials and when learning on their own, and the possible impact of affective variables (FLA), cognitive variables (learning strategies) and contextual variables (the VLE) on the learning process. The literature review below justifies these variables as probably the most significant in acquiring L2 pronunciation.

The importance of the present research lies thus in its focus on an under-researched area, the learning of pronunciation as a specific skill in a new learning environment. Ernest *et al.* found in their investigation on the development of teachers' skills to support collaborative online language learning that practitioners may 'not be fully aware of the implications for their practice and for the learners' (2013, p39), especially for pronunciation which is very often neglected in the classroom (Saito, 2012). Thomson makes the point that 'it is rare to find empirical research incorporated into L2 pronunciation materials' (2012, p1232). Although there is an emerging field of enquiry into Computer-Assisted Pronunciation Teaching (CAPT), Levis (2007) points out that more empirical research is needed to explore the efficacy of these new techniques. An interesting study by Engwall (2012) looked at the effect of pronunciation error correction through CAPT software involving talking heads, but the researcher pointed out that improvements were still needed such as adapting the method to more than one speaker. Similarly, Ruellot's study indicated 'that the presence of visual feedback did not significantly improve pronunciation' (2011, p199). Others found an improvement when using speech visualisation technology¹ (Pearson *et al.*, 2011).

There are also the added challenges of a distance learning setting (Hurd, 2007a, 2007b, 2008). Very often, teachers 'have learned with technology before teaching with it' so the present study enables them 'to experience technology from the students' point of view and thereby evaluate its uses and benefits from a user perspective' (Arnold and Ducate, 2006, p43). The insights provided by the study should help fill this gap for practitioners.

¹ Speech visualisation technology uses 'computers to recognize and analyse human speech' and displays 'human speech in a graphic representation on a computer screen. The visual display generally shows a waveform or pitch contour.' (Godwin-Jones, 2009, p4)

The research is also important from a learner's perspective as 'L2 learners tend to give priority to phonological, and particularly phonetic, aspects of language to decode information from L2 input' (Saito and van Poeteren, 2012, p371).

Turning to the development of the present project, some background information is needed. Coleman and Furnborough state that 'the progressive, theory-driven introduction of new technologies has led to widespread use of online conferencing' (2010, p14). In 2009, the Open University (OU) introduced a web-conferencing system, Elluminate, as the medium for conducting online tutorials in their Modern Foreign Language courses. Until then, all tutorials had either been 100% face-to-face or 100% on Lyceum, Elluminate's predecessor, and students could choose from these two options. Now tutorials are blended and face-to-face ones have gradually been replaced by online tutorials with a proportion of roughly 3:1 in favour of the latter. Elluminate facilitates both spoken and written interaction as learners can speak to each other and to the tutor and work collaboratively on whiteboards containing pictures and written words uploaded in advance by the tutor. Students can also be organised in pairs or small groups in break-out rooms and use the chat facility to communicate. The tutor is able to video-record the session if he/she wishes and take the students on a web-tour.

The tutors who teach at the OU Language Department are likely to approach these activities in a variety of ways. They are trained in and expected to use the available tools on Elluminate while retaining the right to exploit them as they see fit for their specific learners. For practitioners, pronunciation was always a major issue for distance language learning because of the lack of tutor presence. The introduction of Elluminate resulted in tutors thinking about how to make the most of the new tools afforded by the VLE to enhance student learning of pronunciation: How could they balance the new technologies with existing ones to help learners make the best use of the resources available to learn

pronunciation when working in a multimodal environment? This study is thus directly rooted in a pedagogical quandary born out of the use of new technologies in language teaching and learning which, according to Blake are here to stay. He mentions that in the US ‘the growth rate for online courses averaged 19% over this last decade, while total enrolments have only grown by 1.5%’ (2011, p20).

The research questions originally focused equally on issues for teachers and for learners, but it soon became apparent that including both would not be manageable in one study, and the decision was made to reduce the scope and investigate factors relating to learners only. Also, given the reduction in face-to-face tutorials in the revised language courses at the OU it was decided to place the focus on the VLE. The aim was to arrive at a deep understanding of a new situation for distance language learners which took account of their special learning context, and called for the use of a variety of instruments, both quantitative and qualitative. My study therefore explored learners’ experience both from a general and an individual perspective as they come to terms with the specifics and affordances of the distance setting and find ways to cope with a new learning environment.

The revised questions were approached from three distinctive angles, all related to oral production for learners: emotions and thoughts, learning strategies and the learning environment. All these variables have an impact on oral input/process/production in different ways as documented in the literature (Larsen-Freeman, 1991; see also Hurd, 2003). They are also interrelated as they influence each other in the learning process. Indeed, as Larsen-Freeman notes: ‘Unlike first language acquisition, success in learning a second language is considerably more variable, and it is left to the research on individual learner factors to explain this differential success’ (2001, p12). Moreover, these individual learner factors ‘are not only mutable, but that they also vary in their influence, depending on the learner’s stage of acquisition’ (Larsen-Freeman, 2001, p20). In her Complex

Dynamic Systems model, Larsen-Freeman states that 'language, its use, and its acquisition are mutually constitutive, simply occurring at different levels of ecological scale – individual through speech community – and timescale' (2011, p49). So language acquisition is complex, 'emerges bottom-up from multiple agents in speech communities' (2011, p49). It is the adaptability of Larsen's system to new and changing circumstances that fits with the aim of the present study to explore the interrelationship of three variables with pronunciation learning, two of which are individual learner factors – emotions and strategies – in an environment where students learn both online with others and in solo mode.

Working with others online and on one's own are both features of the distance language learning environment, which learners have to cope with in their own individual ways. The research instruments were designed to yield data from different sources that could complement each other and be triangulated in order to improve validity and reliability in terms of addressing the research questions.

The impact that the new tutoring medium had on learners' pronunciation learning was explored through a questionnaire which focused on online tutorials to develop good pronunciation skills using Elluminate. A few questions on face-to-face tutorials were included because of their potential to contextualise and explain participants' emotions about web-based tutorials. Questionnaire respondents who agreed to take part were sent a reading activity to place them on a phonological scale according to their pronunciation competence. Their position on that scale was used to select the sample for subsequent instruments and to calculate a potential correlation as explained below (see Table 1, p51).

Detailed information about the strategies that learners use when learning pronunciation on their own was explored through Think-aloud protocols (TAPs). Students practised the pronunciation of 10 words on their own with the help of an interactive Phonemic Chart, a

computerised chart that we designed to help distance learners with their pronunciation practice when they were by themselves, and which maps out all the phonemes (sounds) of the French language (see Appendix 9). These are organised in a logical way, that is, by manner and place of articulation of the sound, and when the learner clicks on a phoneme, he/she can hear it pronounced followed by two words containing the phoneme. The chart was based on an original idea from Adrian Underhill (2005) who designed a similar one for English which can be consulted on www.onestopenglish.com. Interviews were then conducted to gather qualitative data which sought to explore further and complement the data from the questionnaire and the TAPs.

The development of this project confirmed the need to ground the study firmly in the distance language learning context, recognising that distance language learners learn both with others and on their own using a variety of resources. It was thus decided to adopt the title in its present form because it encompasses both the online tutorial and learning on one's own as learning environments.

Research Questions

The study investigated the relationships between key variables and learning pronunciation at a distance, and gave rise to the following questions:

1. What emotions and thoughts do distance learners experience when learning pronunciation during online tutorials and when practising on their own, with particular reference to Foreign Language Anxiety?
2. What strategies do distance learners use to learn pronunciation during online tutorials and when practising on their own?
3. How is the virtual learning environment itself perceived by distance learners when learning pronunciation?
4. How do the phonological attainment measures used in this study relate to the three variables above?

Chapter Two: Literature Review

This chapter sets out to establish and analyse the literature relevant to the present study. The theoretical approach for this project is grounded in research carried out in several fields linked to language learning: phonological studies, foreign language anxiety (FLA), language learning strategies, computer-assisted language learning (CALL), and computer-mediated communication (CMC). See Fig.1 below for key theoretical concepts investigated in this study.

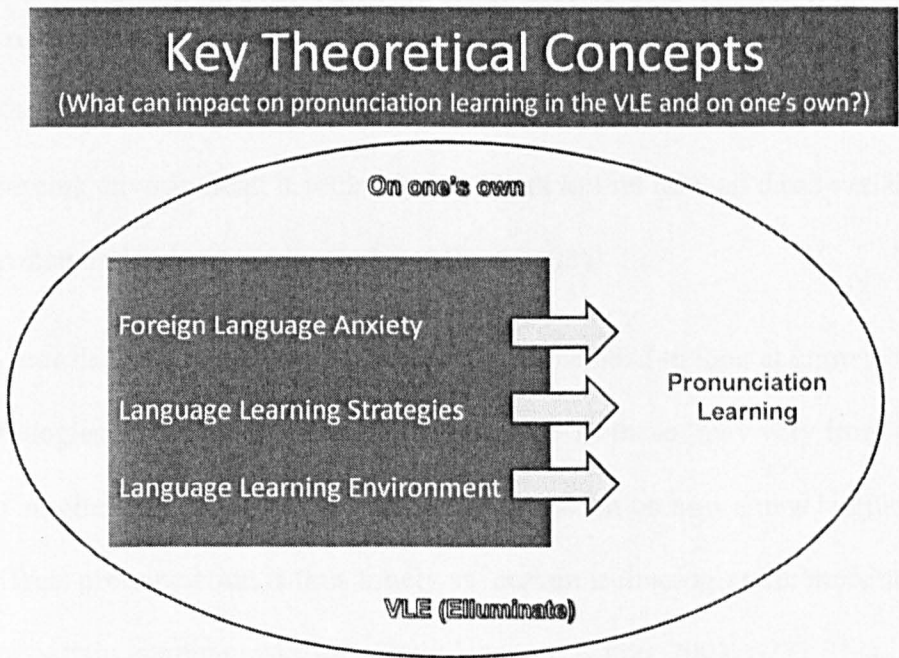


Figure 1 - Key Theoretical Concepts

A great deal is already known about the effect of different variables on L2 pronunciation learning. Moyer, for example, indicates that ‘researchers have begun to explore individual factors among late learners², such as formal instruction, motivation, and opportunities for authentic L2 contact as they impact phonological authenticity’ (2007, p109). Piske *et al.*

² According to Moyer, ‘the actual cut off point for defining ‘late’ learners is also problematic. Across studies on critical period effects, ‘late’ can be defined as anywhere from age 9 [...] to age 15, or even to age 20 or later.’ (2007, p121)

(2001) also review what bearing factors such as L1, language learning starting age, language use, L2 experience and motivation have on pronunciation learning. However, the literature gives very limited attention to how variables such as affect, the environment and strategies influence students' pronunciation learning.

Moreover, although FLA has been shown to impact on both learning and production of speech, we still need to explore how anxiety influences the input, processing and output of pronunciation as a separate but related component of speech. Fewer studies have investigated how these variables are relevant to pronunciation when the learning environment is virtual. Indeed, as the effectiveness of an educational tool depends on many other variables such as the learner, the task, the learner's strategies to complete it and the learning environment, it is clearly important to find how all these variables and pronunciation learning interrelate (Zhao, 2003).

According to Cohen, 'there is a commensurate need to look at knowledge about the strategies that language learners actually use' as these 'may vary from one learning context to another' (2012, p147). A specific investigation on how a new learning environment affects pronunciation is thus timely as 'certain technologies are more suitable than others for certain learning tasks for certain learners' (Zhao, 2003, p22). This is confirmed by White and Ding who state that 'there is a need for language teachers to employ technology in sustained, embedded and pedagogically appropriate ways' (2009, p337). In the same vein, Whyte states that 'it is often the case that the ICT cart arrives ahead of the teaching horse' (2011, p271), meaning that pedagogical concerns should drive technology and not the reverse. Unfortunately, as Salabery contends, 'the search for pedagogical applications of new technologies' is what usually happens (2001, p52). That is why Kenning and Kenning's warning against 'errors of the past and the theories and inventions which failed to come up to expectations' is even more valid now as new technologies appear so rapidly.

They wonder whether ‘the use of computers in language teaching could become ‘the language laboratory all over again’ (1984, p1).

My principal concern is with understanding how affect, learning strategies and the learning environment relate to the learning of pronunciation. This review thus looks at what the literature tells us on the four strands of the study in order to contextualise the analysis of any correlations and links between them.

Gap in the Literature on the Theory and Practice of Pronunciation

Learning in Distance Settings

This is a timely project as ‘distance education has experienced soaring development over the last decade’ so that ‘it becomes critically important to understand student learning and experiences with online education’ (Liu, 2012, p471). In her study of student evaluation of distance education, Liu reports that students taking an online course have tripled in the USA from 2002 to 2008 so that institutions have to become more transparent and accountable for student learning and experiences when it comes to ‘learning outcomes, measurements and results’ (2011, p472).

In terms of teaching and research, Hampel and Stickler state that ‘technological progress changes not only classroom practice but also research perspectives’ (2012, p118) and that ‘there is a lack of research that examines the impact of the combined use of tools on interaction and analyses multimodal communication in an online language classroom’ (2012, p119). Hauck and Hampel also contend that ‘research into strategy use in online settings has [...] as yet been scant’ (2008, p284).

Saito and Lyster also acknowledge that there is a ‘general lack of intervention research in the area of pronunciation’ (2012, p597). However, a link between pronunciation acquisition and other variables has been made before in the literature. For instance,

Gatbonton *et al.* talk about specific features of a target language such as its phonology which can be manipulated to negotiate identity, suggesting that ‘perhaps identity issues might also be implicated in the acquisition of these specific features’ (2011, p190). In exploring the relationship between pronunciation and different variables chosen for their relevance to learning it outside the classroom the present project has thus had a precedent.

Findings from the current literature are set out below and concern relevant areas from the fields of psycholinguistics, foreign language anxiety, language learning strategies and the distance learning context, in accordance with the Research Questions set above.

Psycholinguistic Characteristics of L2 Pronunciation Acquisition

As pronunciation learning is the central theme of the study, it is essential to look at the various theories on how it takes place. Trofimovich defines phonological learning as ‘the process of learning the segmental³ and suprasegmental⁴ aspects of an L2’ (2011, p136). More generally and for the purposes of this project, phonology is the study of patterns of sounds and phonetics is about the production of those sounds. Both are relevant to the concept of pronunciation in general which covers a wider field than phonology as it encompasses the mastering of motor skills. The Phonemic Chart mentioned above is called such because it pertains to the sounds of only one particular language.

In terms of pronunciation learning, we are looking at adult learners in the study, so it is interesting to note that L2 acquisition and learning decline ‘somewhere between the ages of six to seven and 16-17’ (DeKeyser, 2000, pp. 518-519; Tahta *et al.*, 1981); this phenomenon is known in language learning as the ‘critical period hypothesis’ and may be

³ Segmentals are any of the individual speech sounds that make up a longer string of sounds and are uttered in a distinct temporal order.

⁴ Prosody or suprasegmentals refer to the rhythm of spoken language, including stress, intonation and tone and can coexist with the utterance of segmentals.

due to neurological maturation. If this is the case, pronunciation acquisition is directly constrained by the age of first L2 exposure, as Scovel states:

Pronunciation is the only part of language which is directly 'physical' and which demands neuromuscular programming. Only pronunciation requires an incredible talent for sensory feedback of where the articulators are and what they are doing. Only pronunciation forces us to time and sequence motor movements.

(1988, p62)

Hickock *et al.* (2003) note that the acquisition of these motor movements or articulatory gestures is guided by acoustic-phonetic input situated predominantly in the left hemisphere of the brain. Saito and Lyster state that pronunciation acquisition to native standard level is extremely rare. They add that 'pronunciation requires not only metalinguistic knowledge (i.e. pronunciation rules) but also physical action (i.e. motor activities)' (2012, p599).

Pronunciation acquisition can be divided into two parts, perception and production, with the accuracy of the former impacting on the quality of the latter, an important issue for the present study as the sample was chosen for the quality of participants' pronunciation.

According to Khul's Native Language Magnet (NLM) model (2000), when infants hear sounds from their mother tongue, they sort segments⁵ into categories based on the recurrence of these segments in the stream of sounds they hear. The first language (L1) is thus mapped for all possible sounds in that language. When learners hear second language (L2) segments for the first time, they assign these to a category in their L1 phonological system. If they perceive a new segment as different, a new category is created and this process carries on until the L2 phonological system is perceived as complete, with fine-

⁵ A segment is 'any discrete unit that can be identified, either physically or aurally, in the stream of speech' (Crystal, 2003, p408). The smallest perceptible segment is a phoneme, a vowel sound, a consonant sound or a diphthong (the latter being considered as such in traditional phonology).

tuning occurring in time. So segments are either directly transferred from the L1 system into the L2 system for their similarity, or categories of new segments are created in the L2 system when they are very different from those in the L1 system. Interestingly, she also advocates a re-enactment of infants' L1 learning experience for L2 learners, using exaggerated acoustic cues, exposure to language by many speakers and plenty of listening events. Couper, on the other hand, advocates the use of socially-constructed metalanguage that both learners and teachers can use to 'help in the formation of target language phonological concepts' and critical listening 'to learn phonological categories and their boundaries' (2011, p159; see also Couper, 2006, 2003).

In his review of studies looking at the reasons for L2 pronunciation differences between a native speaker (NS) and a non-native speaker (NNS), Flege (2003) explores the relationship between the production and the perception of L2 phonetic segments. He contrasts two hypotheses that explain the differences in production. The first one is that NNS' ability to learn to produce L2 sounds not found in their native tongue decreases after a critical period. The second one is that learners cannot produce L2 sounds accurately unless they perceive them accurately. Flege disagrees with the first hypothesis in his Speech Learning Model (SLM) on the basis of evidence from his 1987 study that English learners of French could produce a better French /y/ than a /u/, although the first sound was more distant from an English vowel than the second one. Indeed, in SLM, L2 segments are either classified as 'identical, similar or new, relative to the listener's native phonological inventory' (Levy, 2009, p2681). Gatbonton *et al.* also talk about perceptual similarity as an added difficulty, as 'the more perceptually similar a target sound is to a specific sound in the L2 user's L1, the harder it is for the speaker to avoid assimilating this target sound to the L1 sound' (2011, p191). It is one of the reasons why /r/, a very dissimilar target sound

was adopted as the phoneme to be used in the phonological scale reading activity in the study.

There are also various hypotheses surrounding constraints on the perception of L2 segments which need mentioning here as the perception of sounds is a problematic issue when learning online. One such hypothesis is that learners filter out features of L2 sounds deemed not essential to discriminate L1 sounds, and these cannot therefore be used to develop new L2 phonetic categories. For instance, learners may filter out the vowel duration difference in '*pâte*' (dough) and '*patte*' (paw) in some varieties of French. A second hypothesis is that previous learning (of an L1 sound system) distorts the auditory perception of L2 sounds. The supporters of this hypothesis also suggest that this distortion is more evident when the learner is older when first exposed to L2 sounds. On the other hand, the SLM supporters state that the capacity to recognise L2 sounds and to make up new phonetic categories continues throughout life. However, the SLM is limited in the fact that it does not give us a threshold at which phonetic differences between L1 and L2 will be too small to result in a new category being formed by the learner. Flege's model focusing on segmentals has recently been extended in a more integrated way to all aspects of pronunciation (Reed and Michaud, 2011). Both NLM and SLM proponents agree on pronunciation difficulties arising from L1 phonetic learning rather than from a decrease in neural agility.

Moreover, Reinisch *et al.* looked at the 'retuning phoneme boundaries by means of lexical knowledge' (2012, p75) that native speakers use, when, for instance a phoneme is not pronounced in a canonical way accepted in a given variety of the language and thus realised as an ambiguous sound. They explored in their study whether L2 learners are also able to use this strategy. They showed that 'this is also the case at least for advanced second language learners adapting categories that are similar in their first and second

language' (2012, p82). Only proficient learners are therefore able to retune phoneme boundaries by relying on contextual evidence to help them work out the identity of the phoneme and, particularly relevant to this project, the help provided by 'visual speech (e.g. a lip closure) which can also guide adaptation' (Reinisch, 2012, p75). A lack of visual cues in the VLE is relevant here as this strategy cannot be applied in a virtual context.

Regardless of the different positions taken by teachers and researchers on pronunciation, we should consider what steps are currently being taken to help learners with their pronunciation in (and out of) the classroom. Learners need not only to remember pronunciation rules but also how to manipulate their speech organs to produce the correct sounds, an important concern when learning on one's own without a teacher who can demonstrate how to achieve this. The teacher's input in pronunciation has sometimes been considered as an unteachable skill by practitioners who 'ignore pronunciation teaching in their L2 instructional syllabi' (Saito and Lyster, 2012, p597) although some researchers have demonstrated the value of targeted pronunciation instruction (Saalfeld, 2011; Derwing and Rossiter, 2003). Saito and Lyster further state that 'many descriptive studies have suggested that recasts⁶ might be relatively effective for L2 phonological development because learners tend to perceive the corrective force of teachers' recasts of pronunciation errors' (2012, p597; see also Trofimovich *et al.*, 2008). This has obvious implications for the kind of feedback⁷ available to students, its timing and the need to hear what could potentially be small allophonic variation (see El Tatawy, 2002, for a review of feedback strategies).

⁶ In phonological development, a recast is a reformulation of a learner's erroneous pronunciation

⁷ Feedback can either be explicit (overt error correction or explanation) or implicit (such as recast or failure to understand).

An interesting additional point made by Saito and Lyster is that ‘the learners still need immediate negative evidence (i.e. corrective feedback) in order to ascertain whether their output is perceived as sufficiently intelligible’ (2012, p626). The lack of that kind of feedback when learning on one’s own is a major issue here for learners who have no way of knowing whether their pronunciation is good enough to be understood by a NS and no opportunity to practise their teacher’s recast.

Another study often cited is Derwing, Munro and Wiebe (1998) who studied the order in which suprasegmental or segmental features of a language should be taught. They concluded that only students who were taught suprasegmental features improved significantly in semi-controlled activities such as picture description. The same study highlights the scarcity of evidence as to which type of instruction is more beneficial. For instance they cite two studies, one by Brown (1995) who advocates training in suprasegmentals and the other by Firth (1992) who champions strategies of a more global nature (e.g. speaking habits), but neither present enough empirical evidence, which illustrates the difficulty of obtaining data on pronunciation teaching and what learners can achieve through these different methods.

When it comes to the apparent paradox of learning a skill which would in most minds necessitate the teacher’s presence, Macdonald, Yule and Powers (1994) found that learners’ pronunciation had improved more in self-study conditions (in this case a language lab) than through teacher correction. Although there were limitations to their study, acknowledged by the authors, it shows the importance of always keeping an open mind about evidence that data may reveal.

As this project focuses in part on FLA, one article was of particular interest. Following interviews with highly anxious students, Price states that:

The greatest source of anxiety was having to speak the target language in front of their peers. The subjects were also *concerned about making errors in pronunciation*. Several were particularly ashamed of their Texas accents. They knew that they were not pronouncing words like a native French speaker and expressed great embarrassment at their terrible pronunciation.

(1991, p103, my italics)

In her study, some learners even avoided speaking in class because of their concern about pronunciation, so this factor had and still has a great impact on learners' output in the classroom. In her report on Horwitz *et al.*'s Foreign Language Classroom Anxiety Scale (FLCAS) – see later in the Methodology chapter – Randall cites the example of anxious individuals who 'also feel that other students are much better at learning the language than they are and express trepidation about being less competent than their peers' (2007, p1). She goes on to say that 'in order to avoid being laughed at by others or called on by the teacher, students report skipping class, over-studying or hiding in the last row in hopes of escaping humiliation'. Indeed, Scovel makes the important point that 'students learn better in a supportive, nonthreatening environment' (1991, p23). This has important implications for the learning environment used to teach pronunciation, i.e. whether learners find online tutorials more or less threatening. Moreover, 'the fear of making a fool of oneself' (Clyne, 2003, p2) is common in students' reasons given for not attending tutorials. This confirms Horwitz's remark that 'they [students] exhibit avoidance behaviour such as missing class and postponing homework' (1991, p29).

However, other studies seem to indicate the opposite. For instance, in his study describing ways in which non-native speakers assessed, planned, and then delivered speech acts, Cohen found that 'regarding attention to pronunciation, only 22% of the respondents indicate thinking about pronunciation in the production of their utterances, while 66%

indicate that they did not (12% did not respond), with some exceptions, e.g. Shlomit said that she used 'excuse me' because it was easier to pronounce than 'sorry' as an opener to get the attention of her friend' (1998, p249).

In terms of classroom practice, Piske *et al.*, in their detailed account of studies on learners' pronunciation over the past thirty years, state that 'L2 pronunciation receives little attention in most foreign language classrooms' (2001, p200). They go on to suggest that 'this might explain why instructional variables seem to have had so little effect in the studies just cited' (2001, p200). They also add that 'the results of three other studies (Missaglia, 1999; Moyer, 1999 and Bongaerts *et al.*, 1997) indicate that instructional variables may be found to have a greater effect on the degree of L2 foreign accent if the subjects receive special training in L2 pronunciation' (2001, p200, see also Levy and Stockwell, 2006, p188). The Missaglia study is of particular interest as it highlighted the benefit of pronunciation instruction centred on prosody rather than segmentals. Indeed, it has been stated that 'suprasegmental features are probably the most important ones to attend to when practicing L2 pronunciation' (Martin and Dimou, 2004, p179).

Another important point is that pronunciation has not been emphasised in any method since the Audio-lingual method of the Sixties and Seventies. As Levy maintains, 'Second language acquisition research has concentrated primarily on explaining the acquisition of morphology and syntax; little is known about the acquisition of phonology' (1997, p53). There is little data because classroom approaches emphasise other outcomes such as a focus on functional and communicative accuracy resulting in a continuous neglect of pronunciation teaching in the communicative classroom (Morin, 2007).

One reason why pronunciation is not often part of the content of language classes may be that course writers and practitioners are not necessarily trained in the phonology of the language they teach (Baker, 2011) and thus shy away from including formal phonetic

teaching in their lessons and materials (Weinberg and Knoer, 2003). Another reason might be that course delivery today is very often exam-driven, learning hours are limited and pronunciation is pushed back in favour of lexical and grammatical learning. Yet, Elliott (1995) found a significant link between formal phonological instruction and attainment. To illustrate further the usefulness of phonology in acquiring receptive language skills, Woore found that 'the ability to generate pronunciations for words on the basis of their written form provides learners with a self-teaching mechanism which unlocks the potential of reading as source of vocabulary acquisition. Further, there is emerging evidence of a link between L2 decoding proficiency and the desire to continue learning the language' (2009, p5). Sun-Alperin and Wang (2011) also mention that phonological processes play a pivotal role in acquiring L2 reading skills. If special training in L2 pronunciation has such an effect on phonological attainment and the subsequent acquisition of new vocabulary along with strong motivation to carry on learning the language, it is important to assess the effectiveness of online pronunciation training against a background of predominantly face-to-face delivery since languages were first taught.

According to Moyer, there are four primary clusters of factors relating to phonological attainment:

1. Biological-experiential: age of onset, gender, L1, level of education, length of residence
2. Instructional-cognitive: *duration and type of L2 instruction, indirect instruction exposure, phonological instruction and feedback, learning strategies for improving pronunciation.*
3. Experiential-social: *acquisitional context*, consistency of contact with natives, frequency of written versus spoken use of L2

4. Social-psychological: motivation, behaviour in response to that motivational drive, self-perception of fluency, *satisfaction with attainment*, necessity of fluency in L2 for future plans

(2004, p10, my italics)

Three out of these four primary clusters of factors (i.e. clusters (2) to (4)) featured in the present study, the biological-experiential being more specifically related to an L1 accent in L2. Moyer further states that ‘explicit teaching and learning of pronunciation is beneficial, particularly when it combines auditory with visual input’ (2004, p33). As the present study was exploratory in nature, Moyer’s contention leads us to investigate whether a web-conferencing system might have advantages over more traditional modes of instruction in combining the two kinds of input. Although not central to this investigation, findings of that nature would help to illustrate the pedagogical advantages of teaching pronunciation using web-conferencing tools such as Elluminate and could be the topic of further studies.

Interestingly, Moyer only seems to allude to affect (satisfaction with attainment and motivation) in the factors related to pronunciation learning but she does not mention FLA, indicating an important gap in the literature which the present study addresses. With this in mind, the next section examines the literature on the ways in which FLA can affect oral production.

Foreign Language Anxiety

Dörnyei states that ‘most scholars would agree with Arnold and Brown’s (1999, p8) conclusion that ‘anxiety is quite possibly the affective factor that most pervasively obstructs the learning process’ (2005, p198). Young adds that ‘speaking in the foreign language is often cited by students as their most anxiety-producing experience (1990, p539). For this reason FLA has taken an increasingly prominent place in L2 research over

the last few decades (for a review, see MacIntyre, 1999; see also Young, 1991), and there are several published research instruments available in the field which have been used extensively in research studies such as Horwitz *et al.*'s FLCAS (Horwitz *et al.*, 1986, p129), the French Use and French Classroom Anxiety scales (Gardner, 1985) and the Input-Processing-Output scale (MacIntyre and Gardner, 1994). Koch and Terrell also remark that 'language studies have revealed a consistent relationship between anxiety and foreign language proficiency' (1991, p110; see also Mak, 2011; Rodriguez and Abreu, 2003).

In a study by Pae on the relationship between the four skill-based anxieties and general FLA, 'listening and speaking anxieties had a stronger impact on the student's FLCAS scores than reading and writing anxieties did' (Pae, 2013, p250; see also Zhang, 2013, for a possible causal relationship between foreign language listening anxiety and listening performance, and Woodrow, 2011, on the relationship between writing performance and anxiety). Fears about oral communication are therefore more of a salient feature of foreign language learning than fears about reading and writing skills. However, the present study goes further in investigating possible relationships between pronunciation skills and FLA (see MacIntyre and Gregersen, 2012, for a recent evaluation of FLA).

According to MacIntyre and Gregersen, language anxiety 'encompasses the emotions of worry and negative, fear-related emotions associated with learning or using a language that is not an individual's mother tongue' (2012, p103). Anxiety is a multi-faceted emotion. Research in psychology has highlighted three main types of anxiety: 'trait anxiety (a personality characteristic more or less permanent), state anxiety (a temporary emotion felt at a particular moment in a given situation) and situation-specific anxiety (anxiety felt in specific and isolated events such as exams and when giving an oral presentation)' (Ellis, 2008, p691). Horwitz *et al.* make a difference between general trait anxiety and the anxiety

associated with FL learning as the latter is unique to the context of a FL classroom. It is 'a distinct complex of self-perceptions, beliefs, emotions and behaviours related to classroom language learning arising from the uniqueness of the language learning process' (1986, p128). We agree with Hampel *et al.* who acknowledge that it is difficult 'without a fearsomely complex research design' to distinguish between all these types of anxieties (2005, p17). However, Arnold (2007) investigated the impact of computer-mediated communication (CMC) on L2 communication apprehension which he notes as being conceptually synonymous to FLA by some (MacIntyre *et al.*, 2002; MacIntyre and Charos, 1996) and as a component of FLA by others (Horwitz *et al.*, 1986).

Moreover, Scovel quotes Kleinmann's study 'where it was emphasised that anxiety itself is not a simple, unitary construct that can be comfortably quantified into either "high" or "low" amounts. On the one hand, some researchers feel that momentary anxiety should be distinguished from a more permanent predisposition to be anxious, and that this dichotomy would help to account for some of the conflicting results of previous anxiety studies' (1991, p21). De Los Arcos, Coleman and Hampel (2009) came to the conclusion in their study which looked at the impact of online settings on this emotion that FLA is no longer a psychological state but a social construct. The interrelationship of the virtual environment with learners' affect, in particular their FLA emerged as an important aspect of the present study but it has to be noted that we are also investigating FLA in relation to learning in solo mode. Adopting the situation-specific aspect of FLA would therefore be too complex for the scope of this study. The MacIntyre *et al.* view is thus adopted here, i.e. the two concepts are taken to be similar, and state anxiety is the type of anxiety referred to when discussing FLA.

In their study on the use of videoconferencing in an online language classroom, Hampel and Stickler found that 'the audio gives learners little time to rehearse their statements and

can thus create anxiety, whereas the text chat allows users to reflect on their contributions' (2012, p133). This suggests that nervous learners should use compensatory strategies for their 'perceived deficiencies in one modality by using another more frequently'. With respect to the lack of visual cues, they contend that 'the impact on language learners of not being able to use body language can increase already present levels of language anxiety' (Hampel and Stickler, 2012, p134). This justifies the present study's exploration of a link between anxiety and multimodal online tutorials. The latter point is also confirmed by MacIntyre and Gregersen who talk about the 'strong non-verbal dimension to anxiety' (2012, p105) and who acknowledge the need for teachers to identify this in learners. This may be more difficult in the VLE where facial expressions cannot be seen.

In her longitudinal study on L2 learning anxiety, Hurd found that 'the output stage produced, as anticipated, the highest evidence of anxiety. This ties in with the widely held view that foreign language anxiety is predominantly associated with the oral aspects of the language' (2007b, p495). Furthermore, Moyer postulates that 'pronunciation, according to Guiora's view, subjects the individual to a domain of insecurity, thereby interfering with his or her established sense of identity' (2004, p42). Gardner *et al.* also found a link between attitudinal factors and L2 proficiency where 'language anxiety refers to the individual's apprehension in the language class or settings where the language is used' (1999, p422).

One should not, however, conclude that a new kind of language class or setting is necessarily felt to be threatening by learners. A study by Weinberg and Knoer (2003) looking at the traditional use of cassettes or multimedia in the language class reported that students were satisfied with both approaches but showed a marked preference for using computers. Moreover, Daly (1991) cites two more factors where FLA can be linked to the

learning environment which in the case of online tutorials could be positive:

conspicuousness i.e. the more conspicuous the person feels, the more apprehension he or she will experience and hiding behind a computer screen can alleviate this. The second factor is prior history, referring to those who recollect nothing but fear, anxiety and failure from previous attempts at learning a language and could perhaps be encouraged by a new setting.

It is clear that pronunciation is influenced by factors other than the learning environment. Cohen *et al.* in their study in which a control group was used found 'a negative correlation only in the experimental group between a reported increase in attention to the language itself (e.g. how native speakers pronounce it) and a lower rating in self-confidence on the post-test' (1998, p135). They explain that 'those who were perceived by the raters as gaining in self-confidence were also those reporting less attention to pronunciation in the post-test' (1998, p135). They then offer a possible interpretation when they conclude that a gain in self-confidence may have resulted in the learners not attending to the form of the language. Thus, according to Cohen *et al.* (1998), erroneous pronunciation might be associated in some way with risk-taking because of gaining in confidence, i.e. a lowering of anxiety and not with high levels of anxiety. We cannot therefore assume that anxiety will necessarily lead to erroneous pronunciation in the same way it can impact negatively on other skills.

It has to be noted, however, that causality is not sought here. Horwitz (2001) makes it clear that FLA causes poor achievement whilst Sparks and Ganshow (2000) contend that FLA is a result of poor linguistic skills. Moreover, although most studies report the debilitating effect of FLA on linguistic achievements (see Horwitz, 2001 for a review of studies reporting the negative effect of anxiety), some have reported a positive effect of FLA, then called facilitating anxiety (Dörnyei, 2005; Ehrman, 1996; Eysenck, 1979; Chastain, 1975).

With regard to pronunciation, it is important to keep an open mind about the effects and possible causality of FLA.

Moreover, language learning is a unique experience for every individual. Each learner is influenced by numerous factors and past language learning experiences. There is thus a need for individual introspective data to complete our current understanding, and the present study addresses this need. There is a lack of individual accounts of what learners do in specific contexts, for example Beginners' French students learning on their own and in tutorials on Elluminate. This leads us to language learning strategies and the ways in which they can influence oral production.

Learning Strategies

The second variable explored in relation to pronunciation in this study is learning strategies. Cohen defines learning strategies as 'learning processes which are consciously selected by the learner' (1998, p4). He divides strategies into two categories as they 'encompass both second language learning and second language use strategies' and they include 'four subsets of strategies: retrieval strategies, rehearsal strategies, cover strategies and communication strategies' (Cohen, 1998, p5). If we want to apply his four subsets of strategies specifically to pronunciation learning, these could include:

RETRIEVAL: A strategy may involve visualising the sound from the Phonemic Chart. A language use strategy would be using the corresponding approximate English phoneme to pronounce the French phoneme.

REHEARSAL STRATEGY: A learner could practise the sound (drilling) in preparation for a communicative event which might be both a language learning and a language use strategy.

COVER STRATEGY: These 'are a special type of compensatory or coping strategy which involves creating an appearance of language ability so as not to look unprepared or stupid' (Cohen, 1998, p6). Using these, a learner would pronounce a simplified sound, for example a nasal realised as a straight vowel sound (e.g. '*lundi*', Monday, pronounced as '*lunedi*').

COMMUNICATION STRATEGY: According to Cohen 'communication strategies have been seen to include intralingual strategies such as that of overgeneralising a grammar rule or negative transfer' (1998, p7). In pronunciation learning, learners could overgeneralise final silent consonants (e.g. not pronounce the 'p' in '*le cap*', the cape, as it is not pronounced normally in words such as '*le drap*', the sheet, or '*beaucoup*', much) and apply negative transfers of suprasegmental patterns (e.g. applying word stress to the second syllable in the French '*attention*', attention, as it is done in English).

However, this definition has recently been made more specific:

Thoughts and actions, consciously chosen and operationalised by language learners, to assist them in carrying out a multiplicity of tasks from the very onset of learning to the most advanced levels of target-language performance.

(Cohen, 2012, p136)

Cohen's later definition of strategy use still seems to include both learning and use (performance). Indeed, the language learning versus language use division is not always clear-cut. Oxford (2011) makes the point that learning can only be achieved through language use. Similarly, Wong and Nunan define learning strategies as 'the specific mental and communicative procedures that learners employ in order to *learn and use* language' (2011, p145, my italics). Apart from this apparent dichotomy, strategies have also been divided by language skill area (reading, writing, listening and speaking) and by function,

namely metacognitive, cognitive, affective and social (Cohen, 2012) which also appear in Oxford's inventory (see below).

A comprehensive definition of strategies is indeed offered by Oxford. She describes learning strategies as 'specific actions, behaviours, steps, or techniques that students (often intentionally) use to improve their progress in developing L2 skills' (2002, p124). She goes on to say that 'these strategies can facilitate the internalisation, storage, retrieval, or use of the new language' and 'are tools for the self-directed involvement necessary for developing communicative ability' (2002, p124). Her earlier Strategy Inventory for Language Learning (SILL) identifying six major groups of L2 learning is still relevant as all of these groups can be seen in the data yielded in the present study (see also Ehrman *et al.*, 2003, p317; Green and Oxford, 1995, p264):

1. Cognitive strategies enable the learner to manipulate the language material in direct ways
2. Metacognitive strategies to manage the learning process overall
3. Memory-related strategies to help to link one L2 item to another
4. Compensatory strategies to make up for missing knowledge
5. Affective strategies to manage emotions and motivation level
6. Social strategies to enable the learner to learn via interaction with others

(Oxford, 1990, p283)

Ellis divides strategies dichotomously into two kinds of learner behaviour – 'reduction behaviour' and 'achievement behaviour' – and his definition is also of interest to the present study. Reduction behaviour is defined as 'the learner missing a turn by keeping silent, opting out of the task by the use of 'no' or 'I don't know', etc., topic switching or

imitating part or the whole of the teacher's previous utterance' (1992, p25). In terms of pronunciation learning, a learner can choose not to use a word they cannot pronounce, use a different one or try to imitate the teacher's model. Achievement behaviour is defined as 'using the first language, miming, requesting assistance, or guessing what response the teacher wanted' (1992, p25). Further pronunciation strategies are the use of L1 pronunciation patterns to pronounce an L2 word, trying to imitate the teacher's speech organs position or asking the teacher for help in pronouncing the word.

Other studies have also linked learning strategies to pronunciation learning such as Thomson who states that 'variability in the impact of perceptual training across learners might also be attributed to differences in individual learner strategies' (2012, p1248; see also Carpenter and Mueller, 2013). Moreover, Dörnyei mentions that strategies 'were included in the inventory of important learner characteristics in Peter Skehan's (1989) seminal book on the subject, *Individual Differences in Second Language Learning*' (2005, p6). On the importance for learners to develop their own strategies, Chamot and Rubin state: 'The good language learner cannot be described in terms of a single set of strategies but rather through the ability to understand and develop a personal set of effective strategies' (1994, p772).

A word of caution, though, is given by Yamamori *et al.* which is that 'one might see some learners working eagerly and using many strategies but not employing those strategies effectively' (2003, p384). This is the reason why studies that only report quantitative data on strategy use will not demonstrate whether these are effective or not. There is a need to look at other parameters telling us about the decisions learners take, in what circumstances and why particular strategies are being used.

To underline the complexity in the field of learning strategies, more recent literature points out that we should not be talking about strategies at all but underlying processes. For instance, Hurd, states that:

In the last few years there has been a noticeable shift in focus among some researchers (Tseng *et al.*, 2006; Dörnyei, 2005) away from product (strategies) towards process (self-regulatory and self-management processes and the learner capacity underlying them), and to recognise strategies as 'integral components of processing theory' (Macaro, 2006, p332).

(2008, p226)

The issue gets even more complex with Gao, quoting Hong and O'Neil, who state that:

Strategy use and strategic learning, like other psychological constructs, could have state and trait differences. Learners' language learning strategies as a trait may refer to their relative stable knowledge of strategy use across occasions while states of their strategy use represent their actual deployment of strategies in different learning settings or contexts.

(2007, p616)

Gao points out that scales in language learning strategy instruments such as Oxford's SILL are not cumulative and that computing mean scale scores is not justifiable psychometrically. He admits that 'it is unlikely that researchers will have perfect measurement instruments at their disposal and they often have to deal with a situation where a construct in reality is what the test of it measures and is perhaps different from the actual variable, a problem not particular to language learning strategies research' (2007, p618). This is why the multi-item scales addressing strategy use in the questionnaire in the present study only constituted a basic measurement instrument and therefore had to be

supplemented by qualitative data. The administration of instruments eliciting qualitative data were thus designed to help alleviate this problem by looking at what learners actually do when faced with a challenging task, as demonstrated in the TAPs and through the interviews where strategy use was probed further. The use of TAPs is mentioned by Cohen as some strategies are directly observable (an example of this would be asking the teacher to pronounce words more slowly) but others are only mentalistic (for instance, associating a new phoneme with a known sound in one's mind). He mentions that 'such mentalistic strategies must be accessed through means other than observation, such as through the collection of verbal report data (i.e. think-aloud)' (2012 p140). A multiple case-study was also reported in Cohen (2012) to investigate learning strategies and both methods were used in the present study to investigate this variable (see Methodology chapter).

Language learning strategies are an important variable to take into consideration in the present study, not only because successful pronunciation learning may be due to the skilful use of strategies but also because these might be different in a new learning environment. Indeed, 'the same use of a particular technology in different instructional settings may result in different learning outcomes' (Zhao, 2003, p8). It is therefore essential that teachers know how learners feel about a new environment which will be discussed next, as this knowledge can help them give appropriate guidance in the strategies their learners select and use according to their own needs, their learning preferences and the learning environment in which they find themselves.

The Virtual Learning Environment

The VLE is the third variable investigated in the present study in relation to pronunciation learning and includes both CALL when learning in solo mode and CMC when attending online tutorials. Warschauer (1998) provides us with a useful review of CALL, from behaviouristic to integrative in his overview on computers and language learning which

then moved on to CMC. For the purpose of this research, we adopted the succinct definitions that Levy and Herring provided: ‘the search for and study of applications of the computer in language teaching and learning’ (Levy, 1997, p1). CMC, on the other hand is viewed as ‘communication that takes place between human beings via the instrumentality of computers’ (Herring, 1996, p1). CMC was first limited to text, until audio-conferencing became available in the mid-nineties, followed by video-conferencing which is now commonly available and used in language learning.

When investigating language learning supported by CALL, some studies have addressed the use of computer software to teach pronunciation to adult learners, and these software packages have been found particularly useful for teaching and giving immediate feedback on suprasegmentals (Moyer, 2004, p36; see also Blake, 2011 and Demmans-Epp and McCalla, 2011 for the latest developments). However, as Weinberg and Knoer remind us: ‘Studies measuring the actual impact of these software tools in classrooms are very limited and very few studies focus on French as a second language’ (2003, p317).

Moreover, the pedagogical effectiveness of using computerised systems to learn pronunciation has still to be demonstrated, given that a major problem in computer-assisted pronunciation (CAP) is the overwhelming emphasis on the decontextualised mechanics of articulation (Pennington, 1999). In fact, as Kelly and Local postulate: ‘We know remarkably little about the relationship of vision and sound in the perception of speech’ (1989, p35). They add that interlocutors can gather a huge amount of information by looking at articulatory movements. Moreover, Neri *et al.* contend that ‘we do not know whether the features and functionalities that these software packages include will actually help learners to achieve better pronunciation skills’ and conclude that ‘the need for assessing pedagogical effectiveness is a common and serious problem in CALL research in general’ (2008, p395). Cazade (1999, cited in Weinberg and Knoer, 2003) underlines this

point, stating that video clips and animated clips can benefit students by clearly showing the different positions of the tongue and lips, but warn that the benefit would be limited if students are not capable of reading and interpreting these visuals through lack of training. Hardison found in her two studies (2005a, 2005b) that visual cues play a priming role which helps learners to identify L2 words, and, most interestingly, Hazan *et al.* (2005) found that learners who were lip-reading a real face rather than a synthetic one did markedly better in their performance. Although not a primary part of this investigation, the lack of visual cues was one of the major themes emerging from the data in the present study.

With technological advances, language learning using CALL has moved from simple auditory input to a combination of visual and auditory sources, with computer-animated faces and talking heads becoming increasingly more realistic. Learners need both inputs, referred to as the 'McGurk effect' in English (McGurk and MacDonald, 1976): the phenomenon where learners' auditory speech perception is influenced by lip movements and which has been applied to L2 speech processing by Hardison (1996). Hardison was the first researcher to investigate the positive effects of visual cues from a speaker's face on L2 learning. Sams *et al.* (1991) took this further in linking lip movements to specific activity in the auditory cortex. Hardison (2003) then extended her 1996 study with a view to comparing L2 English learners' perception of sounds through either audio-visual input or auditory-only input. She found that visual input made the greatest contribution to their perception of sounds, especially in more difficult auditory contexts, findings that would also apply to learning pronunciation through Elluminate.

However, it is not simply a matter of replicating lip movements electronically. According to Vatikiotis-Bateson *et al.*, learners 'detect well-learned, phonetically correlated events' (1998, p938) distributed on the speaker's face, not just around the mouth area, as facial

muscles accompanying articulatory movements change the whole visual aspect of the face. Burnham *et al.* (2001) extend these visual cues to neck and head movements. Moreover, Lansing and McConkie (2003) found that when a learner looks at a computer screen, the speaker's eye area only attracts their gaze before and after speaking. However, the mouth is focused on in 30%-50% of cases during speaking, with this phenomenon increasing in more challenging auditory contexts, a real issue during Elluminate tutorials where the lack of visual cues is sometimes coupled with sound problems. With regard to suprasegmental production, Hardison (2004) found that learner's French prosody improved when they used a real-time computerised pitch display, one aspect of pronunciation training where the VLE could prove to be superior to a teacher's physical presence, especially for visual learners.

Given the significant changes in the delivery and support of language learning with an increased use of CMC over the last two decades (Jauregi *et al.*, 2012), it is essential to include the learning environment (virtual with others or on one's own) as having a potential impact on learners' emotions and how these can impact on their learning of pronunciation. It is interesting to note that researchers have already linked some aspects of affect such as, for instance, motivation with the learning environment. For example, Dörnyei and Ushioda state that 'one of the main achievements of the new wave of motivational studies in the 1990s was to recognise the motivational impact of the main components of *the classroom learning situation*, such as the teacher, the curriculum and the learner group' (2009, p29, my italics). In the same vein, Benson and Nunan state, when discussing learners' diverse learning outcomes, that 'for SLA researchers, diversity becomes a property of the *contexts* in which the learning process occurs' (2004, p9). Larsen-Freeman also discusses the many contextual factors that interact in the language learning process. For instance, she cites as important 'the markedness of the LI, the

markedness of the L2, the amount and type of input, the amount and type of interaction, the amount and type of feedback received, *whether it is acquired in untutored or tutored contexts*, etc'. (1997, p151, my italics; see also Jauregi *et al.*, 2012, p4). Interestingly, she also quotes learning strategies in her list of contextual factors. Larsen-Freeman goes on to explain that there is no determining factor when taken individually but it is the interaction of these which has a profound impact on language learning. The present study explored pronunciation learning, looking at the tutored context (VLE) and untutored context (learning on one's own) and how these affect the type of input, interaction and feedback received, which were all themes that emerged from the data.

It is known that certain learning situations may cause individuals with high levels of communication apprehension to avoid a learning environment which they feel might exacerbate the problem. An online tutorial where no one can rely on body language to judge an interlocutor's reaction or where speaking in a microphone makes it even more daunting is a good example (Mejias *et al.*, 1991). Ellis expressed this very clearly when he talked about the need to acknowledge the situated nature of L2 learning, that 'it must reflect the fact that the role of individual learner factors is influenced by the specific setting in which learning takes place and the kinds of tasks learners are asked to perform in the L2' (2004, p546). It is therefore essential to find out whether the virtual learning environment and practice on one's own has an impact on the pronunciation of learners by causing or alleviating high levels of anxiety. To be more specific, we need to find out whether the medium of a computerised environment such as Elluminate adds or even generates stress (e.g. in real time) or decreases it (e.g. when listening to instruction in a recorded session). Indeed, in Hurd's study it was found that 'the distance factor was associated with additional specific anxiety-provoking elements' such as, for instance, 'the complexity of all the technology' (2007b, pp. 495 – 497; see also McInerney *et al.*, 1999

for their Computer Anxiety and Learning Measure). A salient question would be whether learners are actually learning anything or whether they are too busy coming to terms with the medium because of lack of training (Levy and Stockwell, 2006; see also Ko, 2012).

Hurd also found that ‘with regard to online learning, there is evidence that the anonymity and collaborative nature of computer-mediated communication can help to reduce anxiety’ (2007b, p501; see also Ko, 2012; Murphy *et al.*, 2012; Rice and Markey, 2008; Hauck and Hurd, 2005), although ‘it remains unclear if there is a carryover effect that would cause them to become less anxious about communicating in the FL in general’ (Arnold, 2007, p472). Other studies have not found a reduction in nervousness when interacting through video-conferencing and other online environments (Eneau and Develotte, 2012; Jauregi *et al.*, 2012; Hampel, 2006). Hampel *et al.* (2005) found in their study that the loss of embodiment in the VLE and the unfamiliar medium induced anxiety for some students but that not being physically in front of students reduced anxiety for others.

Another advantage relates to very different classroom management possibilities. Indeed, ‘scholars have found that teachers have a positive bias toward talkative children in their classroom’ and towards students ‘who select seats in high interaction zones’ (Daly, 1991, p6). In a virtual classroom this bias towards students who are talkative and seated in high interaction zones should matter a great deal less and possibly lead to a reduction in anxiety when the teacher cannot see where the learners are seated.

Studies have also looked at the impact of CMC and how it promotes collaborative learning when conferencing (Levy and Stockwell, 2006), but they have done so on the premise that it ‘is a real-time, synchronous conversation that takes place over the computer via the Internet’ even though ‘CMC chat is written’ (Baralt and Gurzynski-Weiss, 2011, p206).

We are looking in the present study at CMC facilitating a real spoken conversation as it is a web-conferencing system allowing participants to take part in oral exchanges. Moreover,

Bañados found that ‘students prefer face-to-face classes to online learning’ because of ‘emotions of isolation’ and wanting ‘more opportunities for face-to-face interaction with the teacher and peers, something they regard as fundamental to their motivation’ (2006, p535). She does add, however, that the computer can act as a ‘catalyst for socially constructed knowledge’ which ‘encourages collaborative activity’.

In a study which intended to find out how interaction was influenced by the affordances of the VLE, Hampel and Stickler looked at interactional practices affecting learning in the VLE where pedagogical considerations are ‘particularly crucial for language learning and teaching where the medium of learning is often also the content’ (2012, p117). They found that ‘online tools such as FlashMeeting (similar to Elluminate) cannot replicate face-to-face interaction but they offer channels of communication that can bridge physical distance’ (2012, p134; see also Stewart *et al.*, 2012). When it comes to the learning of any language skills, including pronunciation, such an option is better than no option, probably one of the more positive aspects of using the VLE.

Furthermore, Hampel and Stickler highlight that the lack of lip synchronisation and the relatively slow refresh rate for multiple video images are an issue, and we would argue one of paramount importance, in the learning of pronunciation and the nature of feedback the teacher can give. They add, however, that these communication problems usually lead to the use of compensatory strategies. Such strategies are also explored in the present study, one of which is ‘using an application that combines sound and text chat for negotiating meaning’ (2012, p119), where the teacher can transcribe phonemically a particular word whilst saying it. This is useful if the learner is familiar with the French phonemic system.

There seems to be a positive aspect, however, to obtaining auditory cues only in the VLE; according to Thomson, ‘attending to both auditory and visual cues simultaneously may have actually inhibited learning if the visual modality acted as a distractor’ (2012, p1249),

although this could also happen when looking simultaneously at a screen with whiteboards, various icons and a chat box on Elluminate.

In her study on EFL learning through an online multimedia environment, Bañados states that online software can ‘make use of devices for explicit enhancement of input’ such as ‘virtual recording tools for practicing pronunciation’ (2006, p538) and colours and animations ‘with the purpose of increasing learners’ chances to notice selected forms focused on in particular lessons to positively influence their acquisition’ (2006, p537). The use of an online environment as part of blended learning resulted in ‘improvements in all the skills, especially in listening and pronunciation’ (Bañados, 2006, p543), as shown in the results obtained by her students in the diagnostic and final assessment tests.

Studying online might also encourage learners to put more effort into their learning, a point made by Liu who states that ‘students report putting more efforts and more time into online courses than their on-campus peers’ (2012, p473). Another positive aspect is that students become ‘autonomous learners who participate actively and are responsible for their learning process’ (Bañados, 2006, p539). They have to ‘develop learning strategies and become autonomous and confident learners’ relying ‘strongly on their ability to work independently’ (Bañados, 2006, p541).

Finally, Zhao, in his review of the effectiveness of technology used in language education (both CALL and CMC), found that ‘the limited number of available studies showed a pattern of positive effects. They found technology-supported language learning is at least as effective as human teachers, if not more so’ (2003, p7).

Conclusion

In conclusion, learning a language online using web-conferencing tools is a relatively new development in language learning, and was noted by Levy and Stockwell as ‘emergent and

sufficiently new to be considered the exception rather than the rule in language teaching and learning' (2006, p244). However, since that study, an increasing number of institutions offer courses online and this will soon be the rule rather than the exception. In fact, the OU has been very much at the forefront of the development of such courses and is now timetabling the majority of its Modern Foreign Language (MFL) tutorials online. The present study investigated the relationships between key variables related to learning pronunciation at a distance highlighted in the literature review. These relationships gave rise to the first and second research questions, i.e. 1) What emotions and thoughts do distance learners experience when learning pronunciation during online tutorials and when practising on their own, with particular reference to Foreign Language Anxiety? and 2) What strategies do distance learners use to learn pronunciation during online tutorials and when practising on their own?

Looking more specifically at pronunciation learning, there has not been a great deal of research which addresses 'the relevant factors that determine long-term phonological attainment in L2' (Moyer, 2004, p12), and there has been even less on pronunciation acquisition through online tools and innovation in learning materials. For instance, in 2003, there was only 'one entry for phonetics' in Beatty's review of research in CALL (2003, p183). There is thus a need to investigate learners' perception of the VLE in relation to the learning of pronunciation, hence the third research question, i.e. 3) How is the virtual learning environment itself perceived by distance learners when learning pronunciation? Ten years on, the situation highlighted by Beatty is changing gradually, but it has still been challenging to find research specifically related to this combination of variables. The present study therefore endeavours to put together these strands and examine their interrelationships through the findings of the first three questions, but also in a numerical way through the fourth one, i.e. 4) How do the phonological attainment measures used in

this study relate to the three variables above? This literature review has attempted to set out and examine the three strands of the research project and how these relate to pronunciation learning. In so doing, it seeks to deepen our understanding of how learners can acquire good pronunciation skills outside the classroom.

Chapter Three: Research Methodology, Methods and Instruments

Introduction

This chapter describes the rationale for the choice of methodology and methods used in the present study. It includes a brief explanation of the paradigms that have shaped this research and the methodology chosen for the project. Details are given of the methods used and the order in which the various instruments were administered. An explanation of the reasons for the replication of elements of Trofimovich's study relating to the final research question is included. The chapter ends with an overview of the sample used in the study and some important ethical considerations.

Rationale for Choice of Methodology

In their review of the learner-context interface in distance language learning studies, Hampel and de los Arcos (2013) state that this kind of research work has been informed by sociocultural theory. They quote Wertsch who makes the point that when one introduces a new tool which intends to make something easier or more efficient such as ICT in language learning, 'it may be important to consider how it introduces fundamental change – sometimes to a degree that we can question whether the same form of action is involved at all' (2002, p105). It could be argued that the learning of pronunciation in the VLE or in solo mode is indeed very different in terms of strategies used and the impact of the technology on FLA. They also quote White who sees this interface as a more abstract construct: 'The interface is developed as the learner interacts with the learning context, and develops awareness of his/her own requirements, abilities, preferred means of working and so on' (2005, p66). The learning context now becomes an active agent in the interaction and not just a setting for communication.

The research methodology for the study is grounded in post-positivism⁸ as both qualitative and quantitative research methods were used, a classic combination in this paradigm (Burgess *et al.*, 2006). An important part of the data is quantitative and thus speaks for itself i.e. the researcher did not need to attribute meaning to it in the strict sense of the term. Ponterotto states that:

Examples of post-positivism may include: the use of semi-structured interviews that are literature-driven, detailed, and standard from participant to participant; the selection of the complete sample before the study rather than the incorporation of theoretical sampling; the establishment of theme categories before the study and the attempt to code interview data into these categories.

(2005, p127)

All three characteristics above clearly situate the present study in post-positivism.

Ponterotto (2005) adds that one of the goals of post-positivism is to offer explanations of phenomena that can be identified, studied and generalised to the point of prediction but not to absolute certainty as is the case in positivism. Therefore, another reason for grounding this project in post-positivism is that absolute certainty on whether using a web-conferencing system is pedagogically sound for pronunciation learning is difficult to establish. This also applies to the measurement of minute pronunciation differences in the quantitative data gathering part of the project.

However, an interpretivist⁹ paradigm is also appropriate here for the qualitative element of the study as it stands 'at the far extreme of post-positivism' (Wahyuni, 2012, p71) and

⁸ Post-positivism epistemology takes the view that 'only observable phenomena can provide credible data and facts and focus on explaining within a context or contexts' (Wahyuni, 2012, p70)

⁹ Interpretivist epistemology is based upon 'subjective meanings and social phenomena. Focus is on the details of situation, the reality behind these details, subjective meanings and motivating actions' (Wahyuni, 2012, p70)

provides the participants with an opportunity ‘to contribute to the construction of on-going reality’ coming from multiple perspectives in the TAPs and interviews. There is also the researcher who endeavoured ‘to interact and to have a dialogue with the studied participants’ (Wahyuni, 2012, p71) in the interviews, resulting in case studies with a rich and detailed narrative.

Research Methodology

The study is non-interventionist and exploratory in nature and involved a research design in several stages. First, it presented a descriptive model using a survey methodology which provided detailed information from students about learning pronunciation both in a virtual setting and in solo mode. This took place in one organisation (the Open University, UK) and in a unique context, a blended tuition Beginners’ French course (L192), designed for distance language learners. The second stage of the research strategy used case study methodology to investigate how the learning of pronunciation through this new medium is perceived by learners in terms of emotions (mainly FLA), learning strategies, and the learning environment.

The research, which entailed the use of both quantitative and qualitative methods, enabled robust triangulation of data, as suggested by Horwitz (2001). Moreover, a mixed-method research approach was chosen for the study, as confining it to quantitative methods would not have given a full picture of (a) how learners feel and (b) how they learn pronunciation outside the classroom. A quantitative research approach provided a solid basis for the investigation, enabled data to be gathered which was also used for subsequent sampling, and made it possible to link the three variables to learners’ pronunciation outcomes in a numerical way. This reflects Benson’s view when he talks of the ‘strong emphasis on the use of quantitative experimental and survey methods to isolate and scale psychological and sociological variables and correlate them with linguistic outcomes (more often measured in

terms of proficiency level or gain)' (2004, p11). However, Benson (2004) adds that using quantitative methods can offer an account of the influence of contextual variables on a cognitive process, but such an account remains a distant goal because of the fragmentation of the research.

To use a simile from Stenhouse in which he contrasts quantitative and qualitative analysis:

The contrast is between the breakdown of questionnaire responses of 472 women respondents who have had affairs with men other than their husbands (quantitative) and the novel *Madame Bovary*'. The novel relies heavily on that appeal to judgement which is appraisal of credibility in the light of the reader's experience (qualitative). You cannot base much appeal to judgement on the statistics of survey: the portrayal relies almost entirely upon appeal to judgement.

(1983, p6)

In the present study, the quantitative results from the questionnaire were, therefore, complemented by qualitative data, in line with Skehan who argues in favour of naturalistic studies that 'can shed light on the individuality of single learners and can also show the dynamic nature of the interaction between the malleable aspects of individual differences (for example, anxiety and motivation) and learners' learning experiences' (1989, p524; see also Aragão, 2011, on the appropriateness of researching emotions through qualitative methods). Larsen-Freeman also came to the conclusion that 'more holistic research that links integrated individual difference research from emic¹⁰ and etic¹¹ perspectives to the processes, mechanisms and conditions of learning within different contexts over time'

¹⁰ An emic account is a description of behaviour by the actor himself.

¹¹ An etic account is a description of behaviour by the observer/researcher.

(2001, p24) is needed. The present study strove for a holistic description of language learning experiences in a very new learning environment.

According to Benson, ‘research to date has established a number of important dimensions of diversity – motivation, affect, age, strategy use, setting and so on’ (2004, p20). The three psychological and social variables – emotions and thoughts, strategy use and the virtual learning environment – were singled out for investigation in the present study in response to an increased emphasis on learner diversity and its relationship to learning. The study attempted to establish links between these three variables and learning using quantitative methods, and then provide holistic descriptions of these phenomena using qualitative methods. The results of this mixed-method approach illustrated, it is hoped, the ‘tension between the search for universals and the goal of generalisability, on the one hand, and the identification of diversity and the goal of insight, on the other’ (Benson and Nunan, 2004, p151).

Methods and Instruments

In order to help the reader, a table of the various instruments and their points of intervention can be seen below in Table 1.

Table 1- Summary of instruments and points of intervention

Date	Instrument and Methodology	Sample	Variable	Description
05/11	<u>Questionnaire</u> Quantitative but with some open-ended questions yielding qualitative data	N = 590 111 partially completed of which 87 were fully completed	Emotions and thoughts (with a particular emphasis on FLA) Learning Strategies The Learning Environment	Aim: To find out how respondents experienced the learning of pronunciation in the VLE and on their own, what emotions they felt and what strategies they used to cope with a new learning medium

			(VLE and on one's own)	
07/11	<u>Reading Activity</u> Quantitative	N=53 Self-selected sample, 25 completed	Phonological Outcomes when studying on one's own	Aims: 1) To place participants on a phonological outcomes scale for subsequent sampling 2) To find a possible correlation between their learning outcomes and the three variables identified in the questionnaire scales.
10/11	<u>TAPs</u> Qualitative	N = 25 Nine completed, five of which were useable	Three variables (but not for all participants – very much depended on what they would produce) When studying on one's own	Aim: To find out what individual participants felt and did when learning pronunciation at a distance with the help of the Phonemic Chart, without the presence of a teacher.
06/12 – 07/12	<u>Interviews</u> Semi-structured Qualitative	N = 3 at different places on the phonological scale (more or less with high, middle and low to middle proficiency levels)	Further investigation on the three variables when studying on one's own and in the VLE	Aims: 1) To investigate further some questionnaire answers and what participants said in their TAPs, with both data-driven and literature-driven question categories. 2) To build up case studies of three participants who contributed to all phases.

Questionnaires

An online questionnaire (see Appendix 3) was sent to half the 2010 cohort of L192 students ($N = 590$) of whom all responses to closed questions were subsequently entered into a Statistical Package for the Social Sciences (SPSS) database. The sample for this stage of the study was thus self-selected and 87 returned a complete response (14.75%). The survey approach was to use parts of established questionnaires to measure the different variables explained earlier, a common practice in language learning research (Cziser and Kormos, 2009). Examples of this include Taguchi *et al.*'s comparative study where they state that 'most of the items for the components were based on established questionnaires and some of them were newly designed' (2009, p74). The questionnaire included parts of the Foreign Language Classroom Anxiety Scale (FLCAS, see Horwitz *et al.*, 1986, pp.129-130) which 'was developed to provide investigators with a standard instrument for the purpose of measuring anxiety and testing an individual's response to the specific stimulus of language learning' (Horwitz, 1991, p37). A comparison between Horwitz *et al.*'s FLCAS and the pronunciation FLCAS in the present study can be seen in Appendix 10. The items were amended to reflect the specific learning environment and the emphasis on pronunciation learning. Additional scales were added in the questionnaire to measure any negative emotions other than anxiety.

Dörnyei refers to 'self-report questionnaires' as an effective tool for gathering data on emotions and thoughts as 'basic approaches to measuring anxiety include self-report, physiological techniques and observation, but, according to Masden *et al.* (1991) most studies use self-report because of its practicality and availability' (2007, p101). The majority of the answers required were in the form of tick-boxes, but open-ended answers provided some data which was analysed qualitatively. While questionnaires can provide a good overview of the issues at stake, there are, however, some drawbacks. With regard to

using them to investigate strategy use, according to Benson and Gao, survey questionnaires ‘tend to be context-insensitive to the extent that students do not have the opportunity to say that they use particular strategies on some occasions but not on others’ (2008, p30).

Dörnyei states that they ‘usually result in rather superficial data’ (2007, p115), and Cohen notes that ‘much of the data constitutes self-report or the learners’ generalised statements about their strategy use. Learners may also be unaware of when they are using a given strategy and, even more importantly, how they are using it’ (1998, p30). Questionnaires needed thus to be complemented by qualitative methods such as Think-aloud protocols (TAPs) and interviews which were used in the present study to gather data on strategy use and emotions and thoughts relating to L2 pronunciation. It was important to triangulate the results from the correlation between the different variables and the pronunciation outcomes because, as Segalowitz *et al.* pointed out in relation to their work: ‘The measures of L2 proficiency presented so far were only subjective self-reports made by the participants themselves and subjective ratings by native speakers of English. More objective measures of L2 proficiency could be useful in allowing one to pinpoint more precisely the locus of impact from social variables via language use on proficiency’ (2009, p180).

Phonological Outcomes Scale

In July 2011, a reading activity was sent to the 53 respondents who had completed the questionnaire and who had agreed to take part in subsequent phases of this project. They were asked to record themselves using Audacity, software they were familiar with as they had used it to send back tutor-marked assignments (TMAs) whilst studying on L192. The reading activity (see Appendix 4) consisted of a straightforward reading task sent to all volunteer participants to measure their degree of phonological attainment and 25 returned it. This activity determined the sample for the next stage of the study, i.e. the TAPs, as all who took part in this reading activity were invited to submit a TAP (9/25 returned one).

This phase was followed by interviews with three of the students who had sent a TAP and who were at various levels of phonological attainment. The phonological reading task was also needed to calculate the correlation that addressed the fourth research question.

A difficult French phoneme for English learners, the French /r/, was chosen for reasons set out below. All the possible phonetic environments¹² for this phoneme were defined and included in 13 sentences containing 53 occurrences of /r/ in those environments. Three of these appeared twice in the same phonetic environment but only 50 words with /r/ were used when marking respondents' performance to facilitate calculation. Twenty-five recordings of completed reading activities were received which, at just under 50%, was an extremely good return. In order to substantiate the use of /r/ in all possible phonemic environments, Thomson supports Flege's Speech Learning Model (SLM) mentioned earlier which 'posits that the perception of L2 sounds is contextually sensitive' i.e. that one phoneme might be perceived in a phonemic environment but not necessarily in another (2102, p1233).

Other difficult phonemes such as /y/ could have been chosen in this study, as differentiating the sound 'u' and 'ou' is semantically important in French (e.g. *puce* - flea, *pouce* - thumb). However, the choice of the French /r/ as the defining phoneme targeted one of the most notoriously difficult sounds to produce in French by those whose mother tongue is English, as it involves a quite different manner and place of articulation in those two languages. Other studies have looked at similar L1/L2 cross-language phonologic difficulties due to articulatory deficiencies (Saito and Lyster, 2012).

The necessity to look at one particular phoneme (here French /r/) in different contexts was also shown in Saito and Lyster's study where they 'examine the extent to which the

¹² In this study, this means that the phoneme /r/ is preceded or followed by all possible consonants or vowels in French.

relevant acoustic properties varied according to task type and ensuing vowel contexts' (2012, p603). The present study extended this method to most preceding and ensuing sounds, including vowel and consonant sounds, which resulted in 50 different combinations with /r/ in the text sent to the participants.

Saito and Lyster remark that most of their cited pronunciation teaching studies 'adopted human rating methods – that is, asking native speaker (NS) listeners to rate non-native speaker (NNS) speech samples' (2012, p600). They add that the validity of the method has now been repeatedly confirmed as the norm in such studies, and that was the method adopted for the present study. Both the first and second raters were experienced listeners, in that they were familiar with English-accented French speech, including unclear or even wrong pronunciation of French /r/ (Kennedy and Trofimovich, 2008). The results of the phonological scale were triangulated through having the scores second-marked by a Lecturer in Interpersonal Communication, Public Speaking and Communication Strategy at Paris V University, and there was a high Pearson correlation ($r = .995$, $n = 25$, $p < .001$) between the two sets of scores reported in SPSS as a significant correlation (2-tailed).

In order to place accurately each respondent on the scale, we replicated the methodology laid out in Trofimovich's and Baker's study on suprasegmental predicting segmental performance (2006, p16), that is, the speech rate was calculated for each participant. This involved dividing the total number of syllables in the text given to the participants to read, i.e. 223 syllables, by the time needed to complete the reading of the text in seconds. This further exercise was carried out to gain more information about participants' phonological attainment and was necessary to calculate accurately the correlation and address the fourth research question. However, the results of the participants' speech rate contradicted their segmental results in some cases (see Fig.2 below).

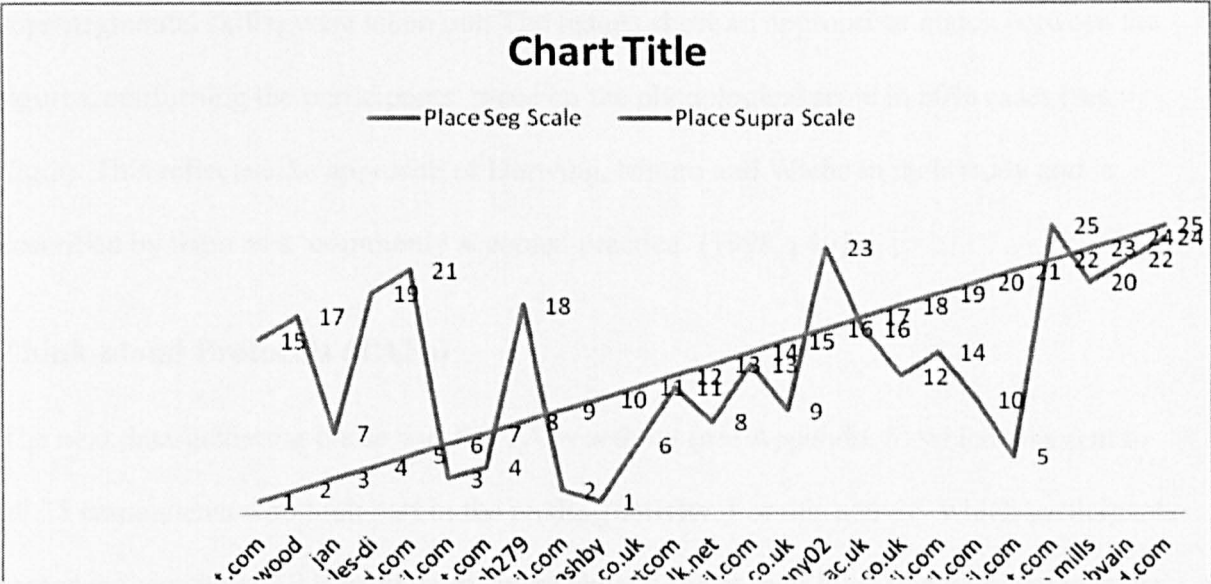


Figure 2- Comparison of the full suprasegmental and segmental scales

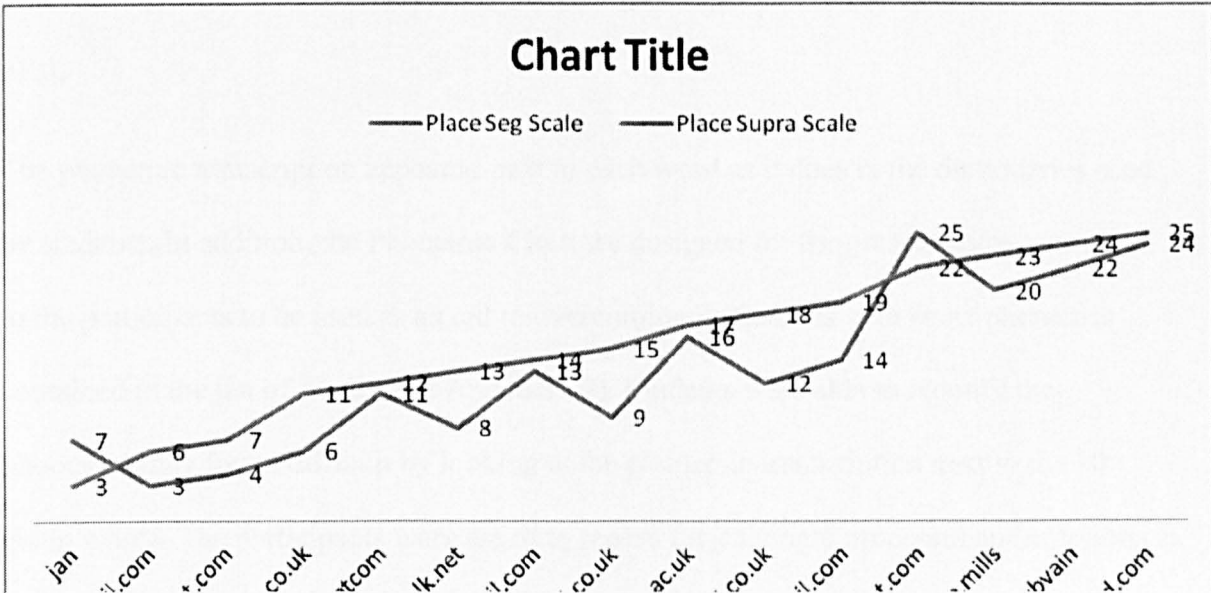


Figure 3- Comparison of both scales without the outliers

The number assigned to each participant corresponds to their place on the phonological scale, with number 1 being the poorest performance and number 25 the best. One set of numbers corresponds to their place resulting from the segmental activity (blue line on Fig. 2 and 3), the other set corresponding to the suprasegmental calculation, i.e. their speech rate (red line Fig. 2 and 3). The results did not show an exact match (see Fig.2) so ten outliers (i.e. the respondents who performed very differently in their segmental and

suprasegmental skills) were taken out. The results show an appropriate match between the figures, confirming the participants' place on the phonological scale in 60% cases (see Fig.3). This reflected the approach of Derwing, Munro and Wiebe in their study and is described by them as a 'commonly accepted practice' (1998, p401).

Think-aloud Protocols (TAPs)

The next data-gathering phase was the TAPs activity (see Appendix 5) which was sent to all 25 respondents who took part in the reading activity. For this activity which participants recorded themselves, 10 French words were chosen above their level to encourage learners to 'engage in strategic reasoning, either describing their thought processes in advance of pronouncing a word, or retrospectively justifying their pronunciation of it' (Woore, 2010, p13).

The phonemic transcription appeared next to each word as it does in the dictionaries used by students. In addition, the Phonemic Chart we designed for the present study was given to the participants to be used as an aid to overcoming difficulties with some phonemes contained in the list of words (see Appendix 9). Students were able to identify the phonemes they found difficult by looking at the phonemic transcription next to the 10 given words. The participants were asked to record their thought processes and emotions as they endeavoured to pronounce words from the list with the help of the interactive Phonemic Chart. Its inclusion in the present study was a pedagogically interesting offshoot, as the way learners used it in their recording activity proved it to be a valuable tool for learners to practise pronunciation on their own.

As think-aloud techniques are not a natural process, Dörnyei recommends training participants well before they engage in the task. In the present study this was carried out via a small recorded demonstration session on Elluminate for all participants to listen to

before they engaged with the task. A demonstration also showed them how easy it was to do and how useful it was for them in terms of encouraging greater self-awareness, and ability to monitor and self-evaluate their performance, all very important metacognitive skills. Very clear instructions similar to those given in Bowles (2010, p114) and Hurd (2007a, p247) were given to participants (see Appendix 5) following Bowles's advice to 'include a rationale for having participants think aloud and provide general instructions to participants about how to think aloud' (2010, p121). We also gave learners a warm-up task to familiarise them with the procedure, in the form of an arithmetical problem. We could have chosen a verbal task more similar to the actual task but there are advantages and disadvantages in both cases (Bowles, 2010, p117). Bowles maintains that the advantage of an arithmetic problem is that the nature of the practice does not have any bearing on the TAP activity itself, but the disadvantage is that it may be difficult to go from a numerical warm-up to a verbal activity. On the other hand, the advantage of a verbal warm-up is its similarity with the actual activity so it may be easier to go from one to the other, but the disadvantage is that the verbal warm-up may prime the participants for what is being investigated if not designed carefully. The instructions and the warm-up task were both essential preparation for the participants in order to make it easier for them to talk freely and to understand that they were not talking directly to the researcher, as this would result in issues of addressivity confusing the data (see below), but just talking, saying whatever came into their heads as they tackled the pronunciation activity.

The use of TAPs was particularly appropriate to investigate FLA related to an aspect of language performance in and is in line with MacIntyre and Gregersen who contend that there is 'something missing' in qualitative research to date, namely 'the need to describe the underlying mechanisms that connect affect in general, or anxiety in particular, to language performance' (2012, p108), which is precisely what part of this study is about.

We are looking here at the processes underlying affective responses to a language performance activity and the strategies used in a new learning environment, so a process-oriented research tool such as TAPs is particularly appropriate. Self-reporting tools such as questionnaires are useful, but only give partial insights, and interviews can be marred by bias. TAPs are also particularly relevant to the sample made up of distance learners practising pronunciation in solo mode as it would be difficult to observe those processes otherwise. Gathering data through TAPs for can also be validated by other studies in which they were used. According to Bowles (2010), verbal reports have widely been used to explore a variety of concepts in L2 learning, including learners' cognitive processing and strategies. A verbal report is data obtained through 'what is usually referred to under the umbrella term "introspective method"' (Dörnyei, 2007, p147). According to Dörnyei, introspective methods can include any form of self-report of which 'verbal reporting is seen only as a subset' (2007, p147).

Observing strategies through TAPs would appear to be a particularly appropriate approach, given Cohen's contention that 'some strategies are behavioural and can be directly observed (asking a question for clarification), others are behavioural but not easily observable (paraphrasing) and others are purely mentalistic and not directly observable. In order to identify them, such mentalistic strategies must be accessed through means other than observation, such as verbal reports' (1998, p12). Deschambault (2012) used TAPs to investigate learners' strategies, in particular L2 lexical inferencing techniques used by females in middle-schools learning English as a second language. Nassaji cites another advantage of using TAPs, stating that 'the data about the use of strategies and knowledge sources involve more direct and online reporting of what learners are doing at the time of the task than do retrospective reports' (2003, p651).

TAPs have been used in a number of language research studies to investigate thought processes related to L2 learning. For instance, Hurd mentions a dozen language research studies in her literature review on TAPs (2007a, p244). More recently Woore conducted a 'small-scale exploratory study [which] set out to investigate in more detail the conscious strategies employed by participants as they try to generate 'French' pronunciation of unfamiliar words' (Woore, 2010, p3). The distinctive and unique advantage of TAPs is that they are applied in real time whereas other forms of self-report such as diaries and surveys are retrospective. The data is therefore potentially more accurate as it has not been subject to mediation.

Baralt and Gurzynski-Weiss also mentioned as a limitation of their study on state anxiety in CMC that using 'an introspective methodology that provides insight into learner ongoing thought processes, such as TAPs or stimulated recall could shed more light' (2011, p219) on the variables they had investigated. It thus made sense to use TAPs in the present study to investigate further participants' answers in the questionnaire relating to their emotions and the strategies they used when learning pronunciation without their teacher's physical presence. Moreover, Young states that another area of research that she believes will 'benefit from the use of think-aloud data is that which examines student learning in technological environments'. She adds that it is one of her 'preferred research methods in an attempt to understand student learning in Web-based environments' (2005, p27).

However, citing Ericsson and Simon (1993), Bowles makes the distinction between TAPs that 'require subjects to verbalise their thoughts per se and those that require subjects to verbalise additional information, such as explanations and justifications' (2010, p13). The former are referred to as non-metalinguistic (or non-metacognitive when dealing with non-verbal tasks) and the latter ones as metalinguistic (or metacognitive). One of the first issues

that arose was deciding which of these was going to best address the research questions for the present study. Given Bowles's contention that metacognitive reports may 'potentially cause changes in cognitive processing' (2010, p14) because of greater reactivity, it was decided to use non-metacognitive TAPs.

Admittedly, there are methodological criticisms that have been made of TAPs. The three major criticisms are reactivity (Bowles, 2010; Dörnyei, 2007; Leow and Morgan-Short, 2004), automaticity (Russo *et al.*, 1989) and addressivity (Sasaki, 2003; Ericsson and Simon 1998; Smagorinsky, 1998). These criticisms cannot be ignored as Bowles makes clear: 'It is critical to determine whether (or to what extent) verbalising while completing a language task actually reflects (or alters) natural thought processes' (2010, p2; see also Deschambault, 2012, for a review of the possible effects of TAPs on information processing). For these reasons researchers have concluded that TAPs need to be complemented by other methods and instruments.

As in all data-gathering procedures, it is important to ensure validity and avoid the reactivity that a TAP may produce which, according to Dörnyei, is interference 'with the actual thought processes rather than purely reporting them' (2007, p147). It had been planned to use a control group, taking account of Leow and Morgan-Short (2004) who argue for including a group who would not be performing a TAP whilst doing the activity in order to measure the possible impact of thinking aloud on reactivity. On reflection, and given that the task was of a non-metacognitive nature (i.e. participants were not being asked to justify or expand on their thoughts), there was no need to use a control group as 'non-metacognitive verbalisations do not influence cognitive processes when compared to silent control groups' (Bowles, 2010, p15). As found on a first listening of the TAPs, 'verbalisations tend to be reactive for latency (solution time) because the additional time needed for verbalisation increases the overall solution time' (Bowles, 2010, p15). Indeed,

four participants whose TAPs were not used in the study merely read the words and completed the task much faster. However, latency (solution time) was not an issue for this task because participants were not being marked or timed for their performance.

Turning now to automaticity, in his study of the cognitive processes of business auditors where he used TAPs to collect data, Russo defined automaticity as ‘a term applied to sequences of observable task behaviours that are performed without cognitive mediation’ (1999, p5). Participants in TAPs studies are likely to find it difficult to actively notice processes they are engaged in if these are automatic, and are not in these circumstances able to articulate what they are doing and how they are doing it. However, as Hurd states, quoting Ericsson and Simon (1980), ‘researchers can counter this potential problem by selecting tasks that are complex and difficult for the learner, as these are less likely to involve processes that are engaged in automatically’ (2008, p226). This was the case in the present study because the participants were doing something entirely new (pronouncing totally unknown words to beginners) with an entirely new instrument (the French Phonemic Chart), so automaticity was not found to be an issue here.

The third methodological criticism involves addressivity. Indeed, referring to Bakhtin’s (1984) notions of ‘dialogicality’ and ‘addressivity’, Smagorinsky comments that any speech event is socially grounded and ‘uttered in ways that imply a link to other people’ (1998, p167), in this case the researcher, whether absent or present in the room. In his study examining the social nature of verbal reports, Sasaki observes the following:

Protocols are socially and interactively constituted, and this fact has to be taken into consideration when analysing Think-aloud (TA) data. Therefore, researchers need to take into consideration that a verbal report is a socially-situated activity when they collect, analyse, and interpret protocol data. (2003, p1)

He cites the example of specific forms of address in Japanese which denote who the participants thought they were talking to. It might be interesting in a further study to look at TAPs recorded in French to see whether participants used the 'vous' form rather than the less formal 'tu'. As the TAPs for the present study were recorded in English, it is less easy to pinpoint issues of addressivity in the transcript as this is not apparent through a grammatical structure but through content words.

On the other hand, Smagorinsky, citing Ericsson and Simon (1998), emphasises that verbal protocols should not be elicited as an 'act of communication' (1998, p166) therefore minimising addressivity. There are also other steps that can be taken to achieve this.

According to Ericsson and Simon, the experimental situation should be in a 'nonreactive setting' and should be arranged 'to make clear that social interaction is not intended, and the experimenter is seated behind the subject and hence is not visible' (1993, p. xiv). In the present study, the experimenter was not even physically present as TAPs were recorded by the participants at home, although a further literature review might show that because distance learners are already familiar with talking to a computer screen, the issue of addressivity might reappear in a somewhat different form. By carefully controlling the interaction, i.e. not making it into a communicative event proper, addressivity, if any, was considerably reduced.

Nine completed TAPs were returned of which five were chosen for analysis. The selection criterion was simply the quality of the data, as four of the participants had not followed the instructions and had either not talked about what they were doing during the activity or merely read the words in the activity without thinking aloud. In their seven-year longitudinal study, Derwing and Munro also discarded data as 'three listeners were dropped because they did not follow the instructions' (2013, p170).

Interviews

Semi-structured interviews were used in this study in order to explore further comments given by respondents in the questionnaire. The interview schedule was made available to the Open University Student Research Project Panel (SRPP) in advance (See Appendix 6 for one example). A semi-structured interview format was adopted as it was considered, in line with Dörnyei, 'suitable for cases when the researcher has a good enough overview of the phenomenon or domain in question and is able to develop broad questions on the topic in advance but does not want to use ready-made response categories that would limit the depth and breadth of the respondent's story' (2007, p136).

Although Elluminate would have been ideal to conduct focus group interviews, these were discarded as 'it is usually recommended that a project involve four to five groups as a minimum, with a few more if possible' (Dörnyei, 2007, p145). Not only would it have been extremely difficult to get 30 respondents to take part in focus groups but the data generated would have been too large to handle.

The interviews were conducted between 27th June and 5th of July 2012 and lasted for 27, 31 and 42 minutes respectively, the latter one with the participant's agreement on extended time as he gave extensive replies to the questions put to him. The interviews were conducted online, taking advantage of a free trial period of Blackboard Collaborate, an online conferencing system very similar to Elluminate. It was not possible to use Elluminate as all participants had completed their beginners' course and no longer had access to the French Beginners L192 virtual room. The three interview schedules were basically the same but some questions were tailor-made to each interviewee depending on their replies in the questionnaire and their performance in the TAP.

The sample was made up of three L192 Beginners' French distance learners (one female, two males), who had completed the questionnaire, the reading activity and the TAPs, in

order to find possible links between their place on the phonological outcomes scale and the further qualitative data thus gathered. The three participants were chosen according to their performance in the reading activity which gave them a high, low or middle-of-the-range score on the phonological scale. There was a certain amount of tolerance in selecting participants, as a compromise had to be reached between their place on the phonological scale and the usability of the data they provided in their TAP. All three participants were sent comprehensive details about the nature and format of the interview in line with Mann who states that 'mixed-methods research should not reasonably be expected to live up to the same level of expectation' with regard to the level of detail given in studies where interviews are the primary data-collection method' (2011, p13).

Some of the interview questions related to the qualitative answers in the questionnaire, and, reflecting Dörnyei, contained, 'probes that use what the interviewee has said as a starting point to go further and to increase the richness and the depth of the responses' (2007, p138). The interview questions also related in part to performance during the TAPs. Although Gass and Mackey (2000) recommend a very short interval between the activity and the interview using retrospective methods, this was clearly not the case here because of the lapse of time of about six months that had occurred between the TAPs and the interviews. However, this did not seem to have had an adverse effect on what participants were able to remember, as could be seen from the interview transcripts. Moreover, to help jog their memory and for validation purposes, participants were sent the transcript of their TAP. It was not considered necessary to send them the audio recordings as they had recorded their own performance and would still have had a copy saved on their PC (see Gass and Mackey (2000) quoted in Bowles, 2010, p14).

The interviews yielded valuable data and were also helpful in clarifying the findings from the TAP activity, helping to build a more complete picture to be followed up in mini case

studies. Mann compares the interviewer to a traveller, which 'evokes a post-modern constructivist position that stands in contrast to the positivist miner extracting nuggets of raw truth' (2011 p7). Fox-Turnbull, quoting Mackey and Gass (2005), states that 'it is an effective way to gain the perspectives of learners, their interpretation of events and their thinking at a particular point in time' (2009, p206). Not only did the participants' interpretation of events serve as a validation of our own analysis, but the interviews based on the TAPs also contained questions which did not use recall methodology.

According to Mann, 'the qualitative interview has a growing presence in applied linguistics', particularly when the study investigates participants' experiences. He adds though that 'they tend to be presented bereft of context and methodological detail' (2011, p6). This was not the case in the present study, as the interviews were clearly contextualised in that they constituted a follow-up to the TAPs and to some of the answers in the questionnaire. Mann notes another shortcoming of interviews used in studies where 'the reader is usually not given information about the salient identity categories with which interviewees have been recruited, neither is there detail of the task understanding' (2011, p10). In order to address this problem, care was taken in the present study to supply supplementary detail to those who took part in the case studies.

Three Case Studies

The qualitative strand of the present research used case study methodology, and this, for several reasons. MacIntyre and Gregersen state that 'qualitative measures provide illuminating accounts of personal experience, rich, contextualised descriptions and humanistic data' (2012, p107) and that was exactly what case studies added to the present research as 'this approach to research helps to put a human face on the frequency data' (MacIntyre and Gregersen, 2012, p107).

LeCompte further explains the nature of qualitative research in case studies:

Because [qualitative] data have no initial intrinsic organisational structure or meaning by which to explain the events under study, researchers must then create a structure and impose it on the data. The structure is created in stages, and forms the basis for assembling data into an explanation or solution. Creating the structure is analogous to the strategies used to assemble puzzle pieces; the pieces are like units of analysis in the data.

(2000, pp. 147–148)

TAPs in this study provided us with a lot of puzzle pieces as the appearance and the order in which various strategies and emotions came out of the data had to be organised and assembled to form a complete picture. The structure for analysis was provided by the three variables being investigated.

In his study on the interface of styles, strategies and motivation on tasks, Cohen used case studies because they ‘can contribute to understanding the process of language learning’ (2012, p136). Case studies help researchers to go beyond ‘depersonalised’, abstracted views of learners and instead acknowledge their individual accounts and experiences (Ushioda, 2009). Wahyuni states the reason for choosing a case study design: ‘A case study design is suggested for accounting research which seeks to provide deep understanding of a real life contemporary accounting phenomenon in its natural context’ (2012, p78). Garrett and Young contend that the ‘vastly different interpretations of the language learning experience illustrate its uniqueness for each individual’ (2009, p209). So a deep understanding of learners either ‘travelling to new places’ or ‘undergoing a painful medical procedure’ (Kramsch, 2003, p116) can be achieved by including various instruments to gather qualitative data, a point underlined by Snyder who contends in her

study that ‘different multiple methodologies in qualitative research provide the opportunity for richer and more robust findings’ (2012, p2). As the present project was exploratory in nature, adding case studies provided a rich and detailed description of three learners at various levels of phonological skills and helped bind together all stages and instruments used in this investigation.

Correlation Calculation for Research Question Four

The methodology used for this part of the study was chosen as appropriate to address the fourth research question which was ‘How do the phonological attainment measures used in this study relate to the three variables above?’ Although not the primary focus of the study which was focusing on learning, the data showing phonological attainment was available from the reading activity used to place participants on the phonological scale for subsequent sampling. It was also felt that this correlation could serve as the basis for further studies linking pronunciation attainment to the other variables.

The following correlation was an attempt to validate the links between the variables mentioned above and L2 pronunciation through a replication of elements of a study by Trofimovich *et al.* (2007), further expanded in Gatbonton and Trofimovich (2008) and Segalowitz *et al.* (2009). The strengths of the way in which they gathered empirical evidence used in their study were considered as a means of investigating the potential links between the variables identified in the present study and learners’ L2 pronunciation outcomes. In their original study, the participants were given a text to read aloud. This text contained 70 target instances of /ð/ (interdental fricative) embedded in seven different phonetic environments with 10 exemplars in each one of those (Segalowitz *et al.*, 2009, p180). This enabled the researchers to analyse the gradual acquisition of a difficult English phoneme for French speakers, with assimilation to an L1 sound being very hard to avoid

when the L2 sound was perceptually very similar to the L1 sound because of the phonetic environment.

The subsequent study then looked at the link between ethnolinguistic affiliation and L2 phonological attainment and whether the latter was mediated by psycholinguistic variables. In order to achieve this, the researchers assigned a place to the 50 participants according to their phonological attainment. These stages 'were then submitted as the criterion measure to multiple regression analysis with the four ethnic group affiliation (EGA) factors identified earlier as the predictor variables' (Segalowitz *et al.*, 2009, p187).

Our interest in this study is not only the way the researchers measured L2 phonological attainment but also in how they correlated these results to other variables. We are not correlating ethnolinguistic affiliation to phonological attainment in the present study but a similar methodology was adopted to address the fourth research question as we endeavoured to find out which of these factors (emotions and thoughts, learning strategies, the learning environment) yielded a significant association with phonological outcomes.

In order to replicate the same methods, the reading task containing /r/ in all its possible phonetic environments was sent to 53 participants to measure their phonological attainment. The results from the 25 who returned their completed task were then linked to the other variables for which the data was gathered through the questionnaires, as they were for the Segalowitz *et al.* study. The correlation can be seen in the next chapter which sets out the findings.

Nature of the sample

As stated earlier, for the first stage of the study a questionnaire was sent out to a sample of 590 learners studying L192 Beginners' French, half of the 2010 cohort. Out of these 590 learners chosen at random by SRPP, 111 completed questionnaires were returned of which

87 had been fully completed. All respondents who took part in the following phases of this project were selected from these 87 questionnaire respondents of which 53 agreed to take part in the reading activity leading to their placement on the phonological scale. All 25 participants who returned the reading activity were invited to take part in the TAPs and nine returned a completed TAP. From these, only five were useable in this study as the other four did not provide data which could be viewed as a TAP (they merely read the words rather than talk about their thought processes and describe what they were doing in the activity). A final sample of three took part in the interview. They were chosen to represent a range of levels of phonological competence and because they had provided a useable TAP. These three students had completed all previous phases of the study and made up the sample for the case studies. A table of the sample profile in percentages is shown below.

Table 2 – Sample profile

Age Groups	21-25	3.4
	26-30	5.7
	31-35	6.9
	36-40	9.2
	41-45	18.4
	46-50	6.9
	51-55	6.9
	56-60	14.9
	61-65	16.1
	66 and over	11.5
Speaking another language	None	60.9
	Other languages	39.1
Disability	No	6.9
	Yes	93.1
English mother tongue	Yes	90.8
	No	9.2
Studied French before	Yes	79.3
	No	20.7

The representativeness of this study's sample was looked at in five areas: demographics, age, gender, disability and first language. Of the 87 respondents, six declared a disability, eight had a mother tongue other than English, and the ratio of males to females, at 32:55, was close to that of the whole L192 population. There was a wide age range (see Table 2). Although only 34 (39.1%) claimed to speak another language, 69 (79.3%) had studied French before, but in most (59) cases more than 20 years earlier, and for an average of only four years.

The correlation of demographic values between the L192 sample (N=87) and the whole cohort was .983, indicating that the sample was significantly representative of the L192 population (N=1,272). Although the age correlation was lower than the other parameters, the mean of 25.28 for the L192 sample and 27 for the whole cohort were very comparable indicating good age representativeness between them (see Table 3).

Table 3 - Pearson correlations between this study sample and the whole cohort

Age	.636
Gender Distribution	1.000
Disability	1.000
First Language	1.000

In terms of representativeness of OU language courses in general, please see Table 4.

According to Hampel and de los Arcos, there are approximately 9,000 language learners at the OU, 'with a male:female ratio of 39:61 and a median age of 31 at undergraduate level' (2013, p159), so the male:female ratio of 37:63 (in percentages) for the present study was also representative of OU language courses in general.

Table 4 - Population data of other language courses

	21 and under	22-24	25-29	30 - 39	40-49	50-59	60-64	over 65	Male	Femal e	No disabil ity	Disabil ity	L1 Engl.
L192 study sample	1.15	1.15	5.75	16.1	25.28	21.8	13.8	14.94	36.8	63.2	93.1	6.9	90.8
L192 whole cohort	5	8	13	23	27	13	7	5	35	65	89	11	91.4
L193	5	4	8	22	25	19	10	6	35	65	89	11	91.4
L194	7	8	15	27	21	13	6	3	37	63	90	10	92.9
L195	5	3	9	20	22	21	9	11	32	68	87	13	92.9
L120	5	4	11	21	24	19	9	7	35	65	91	9	90.9
L211	5	4	8	22	25	19	10	6	35	65	89	11	87.9
L310	3	5	9	23	25	18	8	9	27	73	88	12	87.4

L193 = Beginners German, L194 = Beginners Spanish, L195 = Beginners Italian,

L120 = Elementary French, L211 = Intermediate French, L310 = Advanced French.

Ethical Considerations

The involvement of OU students in the study presented both advantages and disadvantages in terms of research ethics. The OU has a strict ‘Code of Practice for Research and Those Conducting Research’ as well as the ‘Ethics Principles for Research Involving Human Participants’ and the present study abided by these codes. The invitation to take part and the consent form can be found in Appendices 1 and 2 respectively. A completed Data Protection Questionnaire was submitted to the University Planning Officer (Legislation and Information) before an application for this project could be submitted to the Student Research Project Panel (SRPP) for approval. The advantage of asking OU students to participate was the guarantee for them that a strict ethical code would be adhered to in a study approved by the panel.

Two drawbacks were the amount of information that had to be shared with the participants to enable them to give their consent and the consent itself which, according to OU policy,

had to be active. This means that participants had to opt in by signing and sending back a consent form and this could have been off-putting for some respondents. Indeed, as Dörnyei puts it: 'Certain information can influence or bias the participants' response and may even make them withdraw from the study' (2007, p69).

A further issue was the question of anonymity. Dörnyei points out that 'we often need to identify the respondents to be able to match their performances on various instruments or tasks' (2007, p65). This was the case in the present study as the participants in the reading activities had to be matched with their completed questionnaire for correlation purposes. To ensure anonymity, pseudonyms were used for both the TAPs and interview phases. Participants volunteered to participate in the TAPs, so the transcripts used were selected according to their qualitative content. The interviewees were chosen from among those who took part in the TAPs and according to their pronunciation outcomes.

From the L192 students' point of view, not only was participation entirely voluntary, with the right to withdraw from the study at any point, but they also gained from their participation in two ways. Firstly, the questionnaire gave them the opportunity to focus on their pronunciation learning strategies and look into the reasons for their thoughts and emotions about Elluminate sessions. Additionally, those who participated in the reading activity had the opportunity for extra pronunciation practice, and those who took part in the TAPs learned how to use the Phonemic Chart, which would help them in their pronunciation learning. The enthusiasm generated by this useful tool and the willingness to participate in subsequent phases can be summarised in one participant's comment:

'Just to say again, thank you very much, er, for your interesting language learning and the excellent Phonemic Chart which I am going to send immediately to a fellow French student which I am sure he will find very useful and er, yeah, thanks very much, I look forward to er, anymore correspondence.' (see Appendix 11)

Chapter Four: The Initial Study and Data Analysis

This chapter describes the initial study, discusses its findings, and outlines the amendments to the instruments for use in the main study. It goes on to set out the procedures which were adopted for dealing with the quantitative and the qualitative data in each instrument used in the main study.

Initial Study

The initial study was instrumental in driving some of the key decisions for the main study, for example changes in the wording of the questionnaire or questions which needed to be removed. One instrument, observation, was abandoned following the initial study. Apart from observation, the questionnaire was the only instrument used in the initial study (Appendix 8), as the other instruments had yet to be designed.

Observation

The observed tutorial on Elluminate took place on 15th September 2010 and five learners and one tutor took part. The tutor was asked beforehand to include a pronunciation section in her lesson, which she did at various intervals during the lesson and in one main section solely devoted to pronunciation strategies. The parts of the lesson where pronunciation was practised were transcribed (see Appendix 7). The most useful extract is in the section starting at 45:30 up until the end where the lecturer asked the participants which strategies from a list posted on the whiteboard they liked to use to practise pronunciation. Apart from this elicited retrospective report on strategy use, it proved difficult, if not impossible, to find out what strategies learners were using during the tutorial, as the main pronunciation feedback from the teacher was merely to drill corrected words individually. Although it was decided not to use this instrument in the main study, the exercise was still useful as it resulted in a decision to abandon it early on in the project. Also, the time it took to

transcribe parts of the lesson provided invaluable experience, both in terms of the process itself and the time needed to carry it out.

Questionnaires

For the initial study questionnaire, the response was very poor at first. Fifty-two questionnaires were sent electronically but only eight were returned, including from one student who said that she could not complete it as she had never attended Elluminate tutorials. The low number of returns was probably due in part to the fact that the students who were approached for the pilot questionnaire (see Appendix 8) had already completed the course and might, therefore, have been less interested than they would have been during the course. However, the experience of using SPSS was invaluable for the main project. Also, the data obtained made clear the amendments that were needed in the questionnaire and its subsequent analysis for the main study. Calculating the Cronbach's Alpha Coefficient enabled us to check the internal consistency of questionnaire scales and disregard items which did not measure the variable in question, increasing therefore the reliability of the instrument.

For instance, the scores for negatively phrased items 2.4, 2.8 and 2.9 were reversed which gave a Cronbach's Alpha Coefficient of .966 (increasing the internal consistency reliability from .873). In the same way, the scores for negatively phrased items 3.9 to 3.11 and 3.13 were reversed which gave a Cronbach's Alpha Coefficient of .810. Also, question 3.11 (Elluminate is good for certain things but not for others) showed very low correlation to other items and it was clear that the Cronbach's Alpha coefficient of .810 would increase significantly if this item was deleted. The reason is that this question also gave rise to an ambiguous response, probably because it was badly worded as it asked in effect for two responses. Following rewording of question 3.11, the multi-item scale in Section Three

was found to have high internal consistency reliability with a Cronbach's Alpha coefficient of internal consistency of .954.

The multi-item scale in Section Four was found to have high internal consistency reliability with a Cronbach's Alpha coefficient of .875, so all items in this scale were kept in the questionnaire for the main study. However, in the main study questionnaire question 4.9 (As Elluminate enables me to hear everyone in the classroom, I try to imitate the way other students talk) was placed later on so that the questions appeared in a more logical order. Question 4.12 looked at avoidance strategies as these are very often used by L2 learners when it comes to pronouncing difficult phonemes and 'avoidance behaviour is typical of anxious students' (Arnold, 2007, p471). However, three respondents out of the seven ticked N/A, indicating they did not use these three strategies. This item was therefore amended, to allow for an open response which could be analysed qualitatively.

One of the purposes of the questionnaire was to find out which phoneme was perceived as the most difficult to pronounce by English native speakers. This yielded surprising results, as the expected difficulties in pronouncing letters 'u' and 'r' were not chosen as the most difficult by the respondents, although these two are generally considered to be among the most difficult letters to pronounce by teachers. These results were thus not as useful as anticipated. This is possibly due to a mismatch between student and teacher perceptions i.e. that learners may not perceive a particular sound as difficult to pronounce, yet still pronounce it incorrectly according to their tutor. Indeed, Dłaska and Krekeler found in their study that 'even experienced L2 learners seem to find it difficult to self-assess correctly their pronunciation skills' (2008, p506).

Although this item was kept in the main study to find out whether a much larger sample would yield a different response, using a phoneme that is traditionally acknowledged as difficult to pronounce by teachers rather than students was deemed to be a better option

when designing the phonological reading activity in the main study. With regard to the choice of /r/ rather than working with the results from the questionnaire, Saito and van Poeteren ‘turned to the expert judgement of practitioners in order to determine the important segmental sounds needed to acquire intelligible pronunciation and then tested its constructed validity’ (2012, p373). We followed the same strategy when choosing the segmental sound to be used in the present study.

Conclusion and Reflections on the Initial Study Process

The initial study process for this project proved useful on several grounds. Firstly, it allowed us to try out and make the decision not to gather data through observed Elluminate tutorials at an early stage of the project, as the required data could not be elicited through this instrument. The time needed to transcribe the observed tutorial made it clear that care had to be taken not to be too ambitious with the amount of oral data to be gathered through, for instance, interviews and TAPs in the main study. Secondly, it taught us not to be too optimistic with response rates, and to make sure that all should be done to maximise participation in the main study in terms of timing and instruments that are clear and user-friendly. Thirdly, although the initial study results were certainly neither meaningful nor generalisable, it gave us the opportunity to learn how to use SPSS, amend the wording of some questionnaire items and eliminate some others.

The next section describes the procedures which were adopted for dealing with the quantitative and the qualitative data in each instrument used in the main study.

Main Study

Quantitative Data

Both the questionnaire and the reading activity yielded quantitative data. The questionnaire responses were collated electronically, entered on an Excel Worksheet and returned by the Student Research Project Panel (SRPP). They were then uploaded onto IBM Statistics SPSS 20 for analysis, an extremely useful tool to compute 31 questionnaire items responses from 87 respondents and to run the statistical procedures explained below.

The main statistical procedures used were 1) reliability analyses of various scales on anxiety, learning strategies and emotions towards the VLE by obtaining the corrected-item total correlation and 2) Cronbach's Alpha coefficients to ensure all items on the scales were valid. Frequencies and means of single items and multi-items scale responses were also obtained for further analysis and reporting in the form of tables or graphs. Pearson's Correlation coefficients and coefficients of determination were then calculated to establish a potential correlation between the three variables and participants' place on the phonological scale.

Quantitative data from the reading activity of the text containing 53 occurrences¹³ of /r/ were recorded by the participants themselves on Audacity, software they were accustomed to use when submitting oral tutor-marked assignments. These were sent back electronically and two markers listened to and scored segmental performance manually. The results were then entered on SPSS to assign places on the phonological scale and to calculate inter-rater reliability. The same oral performances were then timed using an electronic stopwatch to

¹³ There were 53 occurrences of /r/ but only 50 were used in the marking scheme as three of them were duplicates.

calculate speech rate for which a comparison chart was established with segmental performance using a Microsoft Excel chart builder (see p.57).

Qualitative Data

The open-ended questions in the questionnaire, the TAPs and the interviews all yielded qualitative data. The open-ended question responses were collated and sent back by SRPP on a Microsoft Excel worksheet. The response data to each question was then uploaded separately on QSR NVivo 9 for coding to enable subsequent analysis of the data. A snapshot of an NVivo 9 screen can be seen below in Fig. 4.

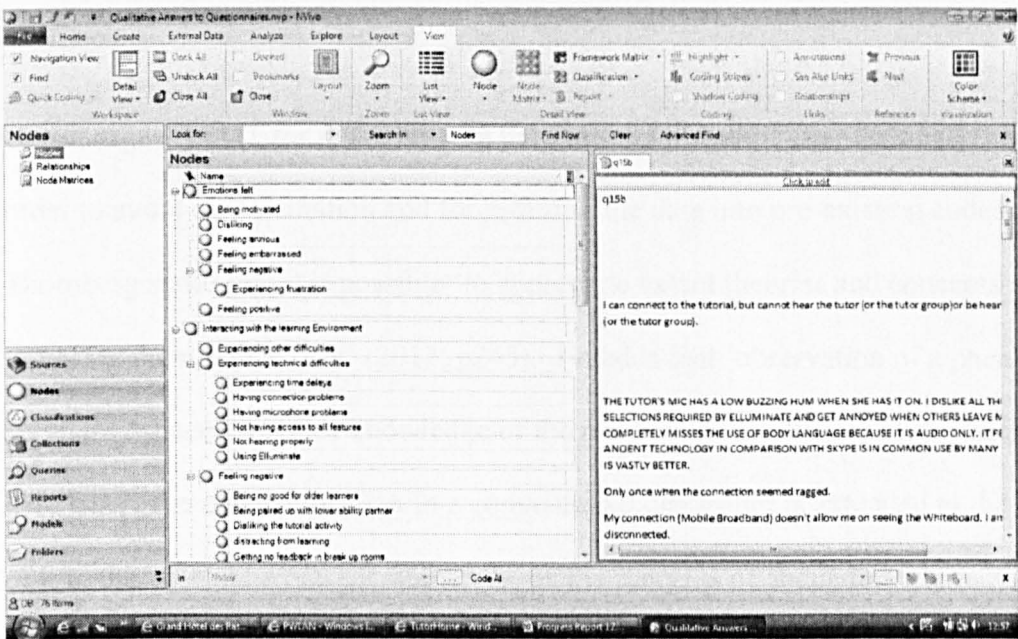


Figure 4 – Snapshot of an NVivo 9 screen

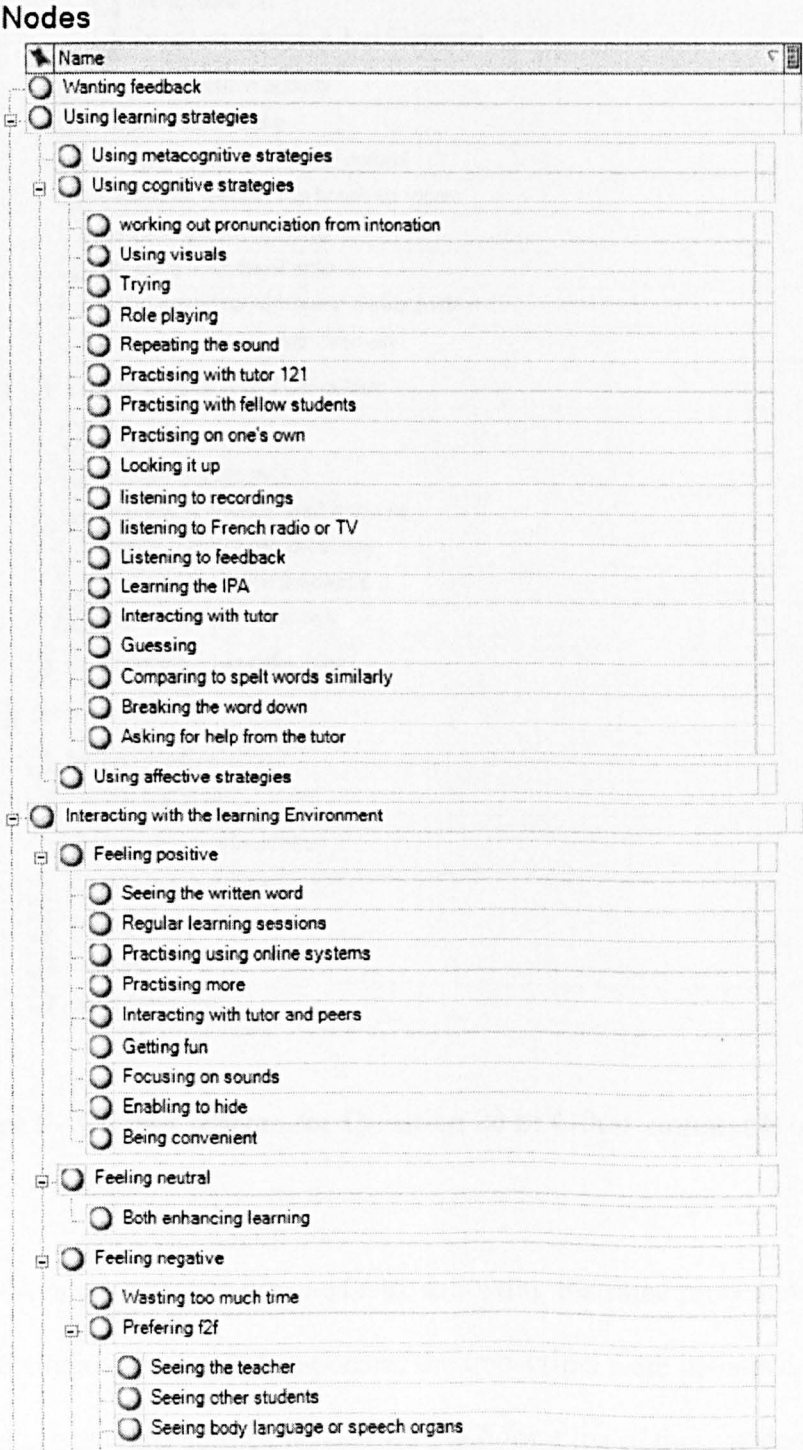
As the questionnaire item responses were dealing with three variables, they had to be uploaded separately in order to be coded with three different coding schemes, one for each variable. As in Hurd’s study, ‘the coding process was informed by three paradigms – affective factors, metacognitive knowledge (of self and context) and strategies’ (2007, p247) with learners’ perception of the VLE replacing metacognitive knowledge in the

present study. The comments were then organised against pre-determined tree-nodes covering the main categories: three variables and pronunciation knowledge. These in turn were divided into sub-nodes to reflect more closely what was being said. However, further nodes had to be created to reflect the range and depth of all responses. There was thus an element of a top-down approach where the data fitted the categories determined by the three variables, fitting the post-positivist stance adopted here, but the coding was data-driven in some cases, a good example of the interpretivist aspect of some features in the present study. For instance, emotions and thoughts can be both positive and negative, so some of the data obtained dictated the focus of this project through some elements of Grounded Theory (GT) (Charmaz, 2006) as well as through a top-down concept driven approach.

Glaser argues in GT for the delay of a literature review until after the analysis of the data in order to avoid contamination and force-fitting the data into pre-existing codes. However, Thornberg states that it is possible 'to appreciate extant theories and concepts without imposing them on the data' (2012, p245). He adds that 'observation of a phenomenon is inevitably shaped by prior knowledge of the phenomenon' (2012, p246), which is the case here where the concept of FLA in a conventional classroom is extended to the observation of it in the VLE. The present study follows the precepts of abduction where 'theories are used, not to mechanically derive a hypothesis to test (as in deduction), but as a source of inspiration, seeing, and interpretation in order to detect patterns' (Thornberg, 2012, p247). Only aspects of GT have been applied here, such as 'obtaining multiple viewpoints of an event', as was also the case for the TAPs and interviews and 'gathering data of the same phenomenon in different ways' (Thornberg, 2012, p252). In other words, 'in an informed GT approach, the researcher takes the advantage of pre-existing theories and research findings in the substantive field in a sensitive, creative, and flexible way. These are not

uncritically adopted in the analysis but are judged in terms of their relevance, fit and utility’ (Thornberg, 2012, p255).

An example of the coding scheme for a questionnaire item can be seen in Fig. 5.



<input type="radio"/>	Learning for longer	
<input type="radio"/>	learning better	
<input type="radio"/>	Interacting with Tutor	
<input type="radio"/>	Interacting with other students f2f	
<input type="radio"/>	Hearing better	
<input type="radio"/>	Having f2f contact with students	
<input type="radio"/>	Having a conversation	
<input type="radio"/>	Comparing oneself to other students	
<input type="radio"/>	Being more fun	
<input type="radio"/>	Being less restrictive than Elluminate	
<input type="radio"/>	No pronunciation activity	
<input type="radio"/>	Missing the visuals	
<input type="radio"/>	Lacking student input and control	
<input type="radio"/>	Getting no feedback in break up rooms	
<input type="radio"/>	distracting from learning	
<input type="radio"/>	Disliking the tutorial activity	
<input type="radio"/>	Being paired up with lower ability partner	
<input type="radio"/>	Being no good for older learners	
<input type="radio"/>	Experiencing technical difficulties	
<input type="radio"/>	Using Elluminate	
<input type="radio"/>	Not hearing properly	
<input type="radio"/>	Not having access to all features	
<input type="radio"/>	Having microphone problems	
<input type="radio"/>	Having connection problems	
<input type="radio"/>	Experiencing time delays	
<input type="radio"/>	Experiencing other difficulties	
<input type="radio"/>	Emotions felt	
<input type="radio"/>	Feeling positive	
<input type="radio"/>	Feeling negative	
<input type="radio"/>	Experiencing frustration	
<input type="radio"/>	Feeling embarrassed	
<input type="radio"/>	Feeling anxious	
<input type="radio"/>	Disliking	
<input type="radio"/>	Being motivated	

Figure 5 - Coding scheme for Question 20 b: Other comments on using Elluminate

The TAPs were then transcribed and, following the same procedure as for the questionnaire open-ended responses, the transcripts were uploaded onto NVivo 9 and coded to basic pre-defined nodes (see Fig.6 for a list of these nodes and sub-nodes). Further nodes were then created during the coding process to tighten this preliminary

analysis. For this stage, an element of GT was also used in order to follow a data-driven strategy. The same procedures were followed for the interviews; they were transcribed, uploaded onto NVivo 9 and coded to the same pre-defined categories and nodes (see Fig.6) with an approach to data analysis being post-positivist and concept-driven at first but then complemented by an interpretivist data-driven strategy. The analysis procedure thus involved assigning segments of the protocols to a standard set of variable categories and sub-categories as well as considering a broad set of new ones emerging from the data (Conrad *et al.*, 1999).

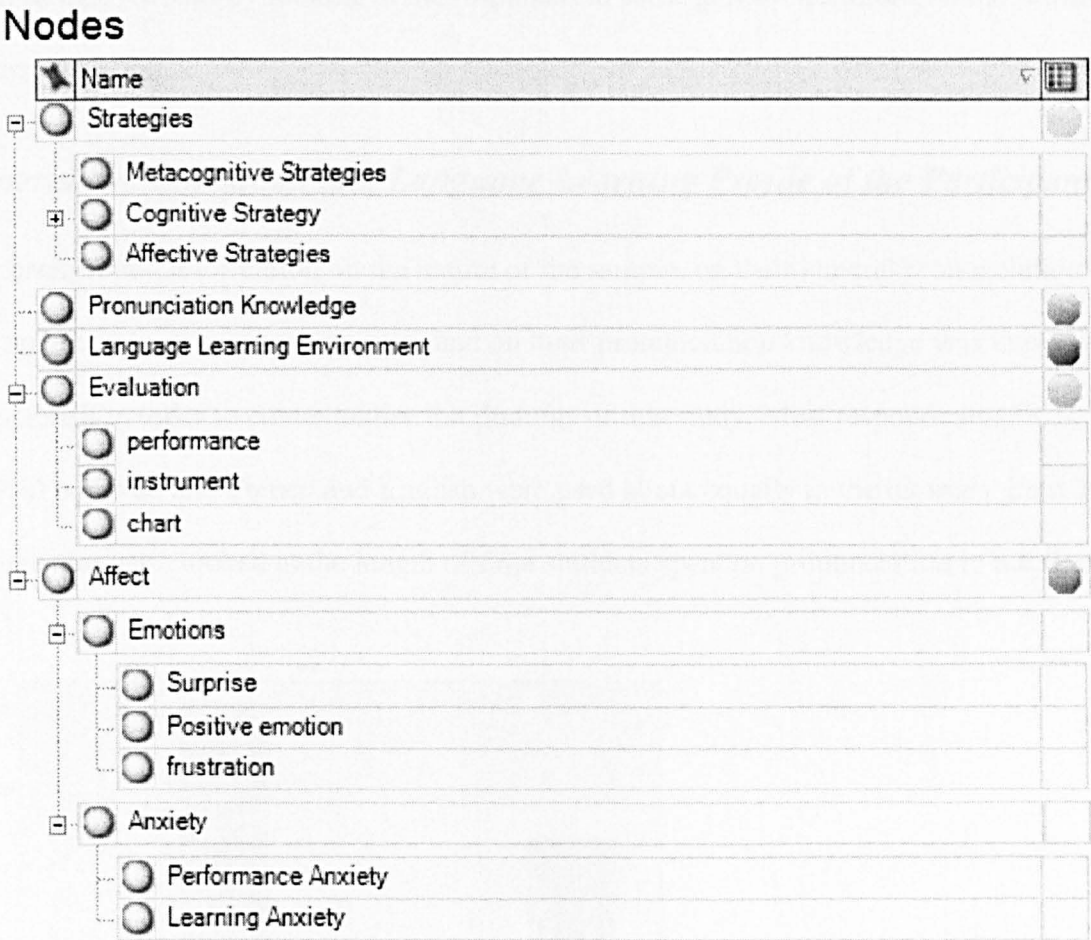


Figure 6 - Coding scheme for the TAPs and the interviews

Chapter Five: Findings

Introduction

The findings set out below are organised by research question and by the various instruments used in this study. The case studies at the end of this chapter bring together all the data yielded through the various instruments and show how the mixed research methods complemented each other. This latter point is developed further in the next chapter where the common recurring themes are brought together. In order to contextualise the findings, we start by looking at the responses to some general questions on the learning of pronunciation.

General Pronunciation and Language Learning Profile of the Participants

The background information on the nature of the sample, on their general pronunciation and language learning characteristics and on their pronunciation knowledge was important to establish in order to contextualise the findings of this study. Most respondents (53, 60.9%) believed that French and English were used about equally in the tutorials. Item 3 of the questionnaire looked at the length of time students spent on pronunciation in tutorials.

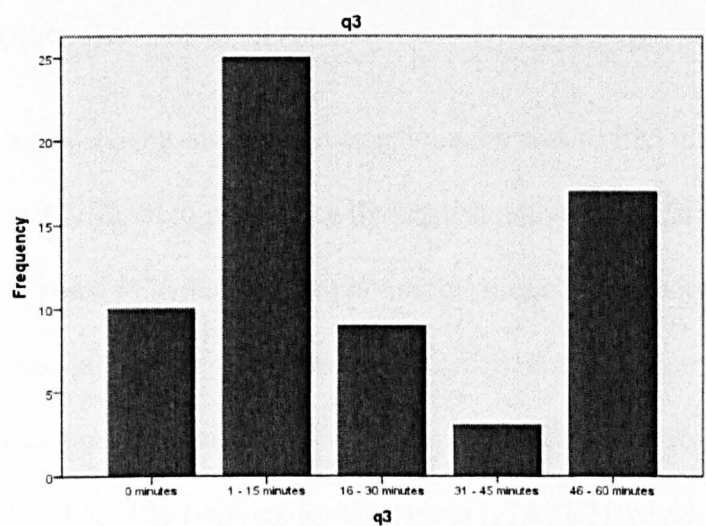


Figure 7 - Length of time on pronunciation during Elluminate tutorials

As can be seen from the results in Figure 7 above, almost a third mentioned 1-15 minutes devoted to pronunciation, a period of time which was consistent with responses given to subsequent questionnaire items.

Question 8 asked students which aspect of learning French they found most difficult. Grammar was chosen as most difficult by 50.6% against 37.9% for pronunciation and 11.5% for vocabulary (see Fig. 8). However, an amalgamation of ‘most difficult’ and ‘difficult’ gave a figure of 79.3% for grammar, 67.8% for pronunciation and only 52.9% for vocabulary, indicating that for most students pronunciation is viewed overall as less difficult than grammar but much more difficult than the learning of vocabulary.

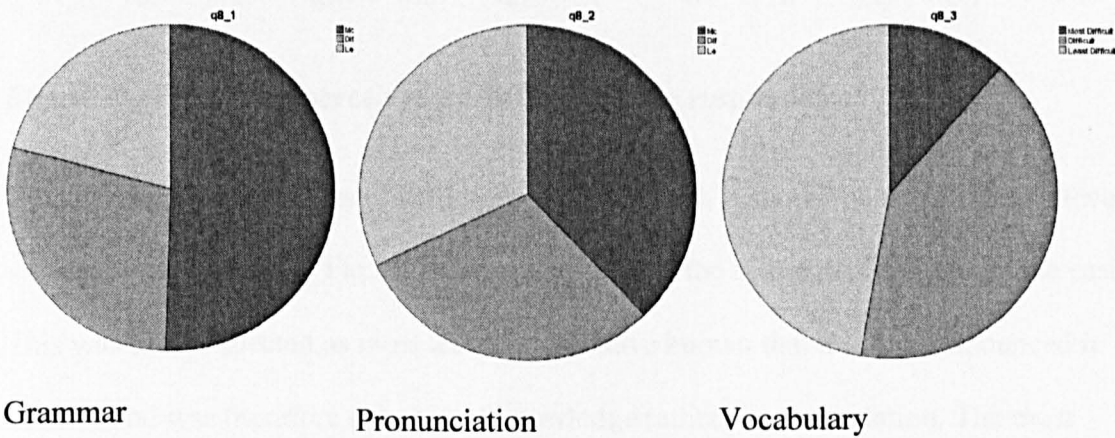


Figure 8- Responses to Question 8 on what learners find most difficult in language learning

Key: Most difficult (blue) Difficult (green) Least difficult (grey)

One of the purposes of the questionnaire was to find out which phoneme was perceived as most difficult to pronounce by English native speakers in order to choose the appropriate phoneme to include in the phonological reading activity. The aim was also to obtain a broad idea of their knowledge of French pronunciation at phoneme level, using words they would not normally know as Beginners since these are not included in their course materials. The findings for Questions 1.9 to 1.11 which were investigating the difficulty perceived by learners of several sounds are as follows:

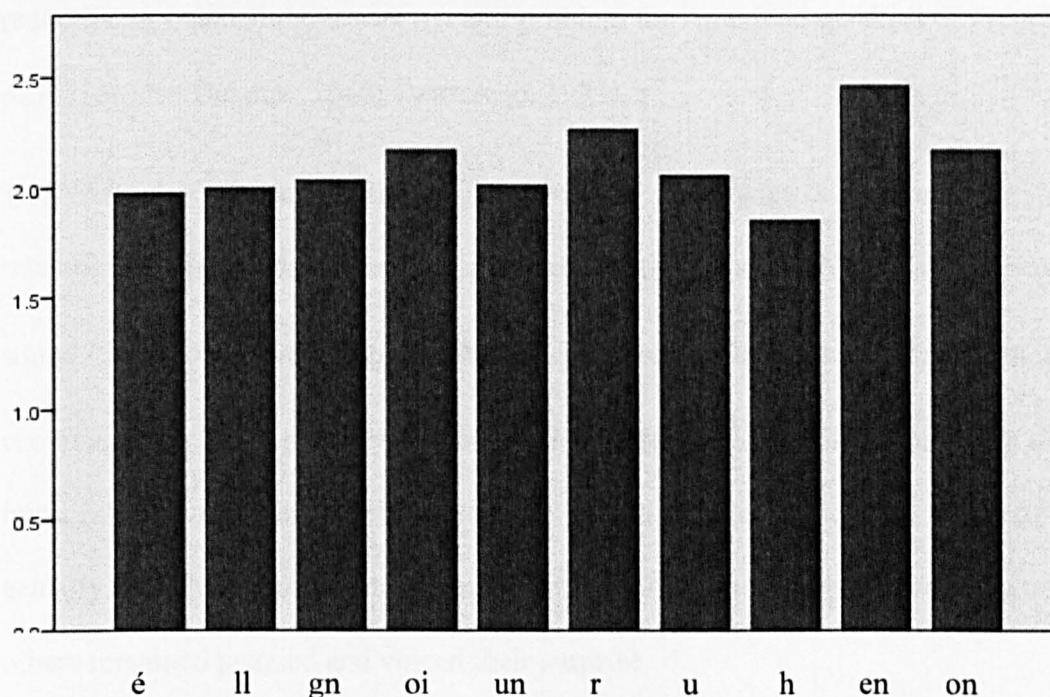


Figure 9 – Phonemes perceived as difficult by the respondents

When computing all scores of difficulty of each sound, it should be noted that the level of variation was small (see Fig.9). On average, ‘h’ was the sound perceived to be the easiest. This was to be expected as most learners will have known that it is not pronounced in French, and was therefore a matter of knowledge rather than articulation. The most difficult was the sound ‘en’ in *embruns*, presumably because the respondents did not know all the possible different orthographies of that sound. The other sounds perceived as difficult were ‘oi’, ‘r’ and ‘on’ constituting with ‘en’, two nasals, a diphthong and the ‘r’ sound still taking second place. As it was difficult to establish whether the respondents’ difficulties were due to articulation, orthography or pronunciation knowledge, and because of their lack of differentiation of perceived difficulty, it was decided to use /r/, a sound which is acknowledged by teachers to be problematic (see p55 for explanation of choice of /r/ due to articulatory deficiencies). Jourdain and Schuler state: ‘The French consonant /R/ (represented with a variety of phonetic symbols by various phoneticians) is of special importance. Correct articulation of /R/ promotes correct articulation of vowel sounds and

reduces consonant anticipation, a major problem for American speakers of French' (1998, p216; see also Delattre, 1948; Dansereau, 1995).

The TAPs also yielded data showing respondents' knowledge of pronunciation. In fact, a mistake had been made in the phonemic transcription of the word '*huilage*' where the sound /3/ had been wrongly transcribed as /j/. However, this mistake turned out to be useful as some of the participants noticed that there was something wrong with the transcription when they tried to use it to help them pronounce the word. Some of them actually used the phonemic transcription¹⁴ to pronounce (wrongly) the word, whereas others remained puzzled and voiced their surprise.

Other comments showed a reasonably good knowledge of either pronunciation rules or the French phonemic alphabet.

'I'm looking for the, I think it's a schwa in English'.

'Middle 'e' is not pronounced, I know that'.

Turning now to the research questions, how did the data gathered through the questionnaires and subsequent instruments address the four key questions?

¹⁴ The visual representation of speech sounds (or phonemes) of one particular language (here French)

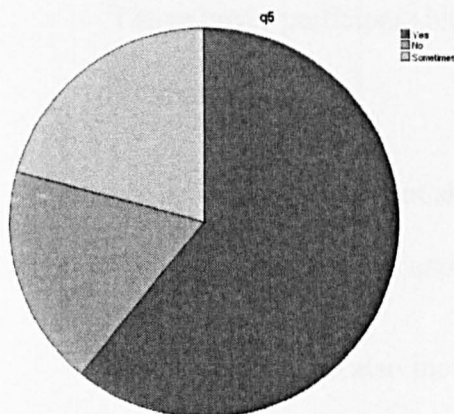
Research Question One

What thoughts and emotions do distance learners experience when learning pronunciation during online tutorials and when practising on their own, with particular reference to Foreign Language Anxiety?

Questionnaires

This question was designed to elicit information on FLA in particular and other emotions in general. In order to provide background to the responses, and explore any possible links between them and FLA, a preliminary question was asked regarding personality traits. The questionnaire responses are amalgamated here and analysed separately for the subsequent instruments (the questionnaire can be found in Appendix 3). In answer to the question on personality, 58.6% described themselves as shy, 26.4% as extrovert and 14.9% preferred not to say.

When asked how they felt about learning pronunciation during their Elluminate tutorials, 60% declared that they enjoyed it and 20% said they 'sometimes' did, a very positive reply in favour of pronunciation learning in online tutorials (see Fig.10). Only 20% claimed not to enjoy it. The respondents were then asked to give reasons for their enjoyment (or lack of it) of learning pronunciation online. A fifth of all comments concerned technical difficulties, sometimes resulting in a lot of frustration, stress and anxiety (see also comments from the interviews on p.97). These negative emotions even stopped some learners from attending. On the other hand, positive emotions such as having fun and the immediacy of feedback were stated by the respondents who enjoyed pronunciation as advantages of online pronunciation learning. These positive responses also emerged from a later question in the questionnaire (see p92), were reinforced in the concluding comments (see p128) and were evident in the TAPs (see p96).



Key: yes (blue) no (green) sometimes (grey)

Figure 10 – Responses to Question 5 about their enjoyment of learning pronunciation on Elluminate

The comments about technical difficulties were wide-ranging as set out below (all quotes are verbatim):

‘The sound is not clear enough and I cannot see the mouth movements of my tutor.
It is difficult to copy something I can't see’.

These technical difficulties sometimes resulted in a great deal of frustration:

‘I do not like Elluminate. It wastes a lot of time. People log on, cannot hear, the
tutor cannot hear them and I find it a disaster’.

There was also evidence of stress and anxiety felt by learners when using Elluminate:

‘I found the technical side very stressful and haven't signed on since, although I
realise I shall have to get up to speed for the speaking test’.

‘I find the online method unnerving not being able to see the other people’.

These negative emotions sometimes even stopped learners from attending:

‘I have never participated in an online tutorial. I don't feel confident in using Elluminate’.

There were some comments that showed the extent to which tutors were aware of their learners' emotions and tried to address them:

‘The tutor tends to also include a more light-hearted element which relaxes people I think’.

‘My tutor always tries to give you confidence, with the little time she has got’.

Positive emotions and the importance of feedback were stated as advantages of online pronunciation learning (these points also emerged from the concluding comments in the questionnaire):

‘It is also useful to get immediate feedback’.

‘This is one of the limited opportunities that I get to practise speaking where someone can correct me’.

When asked how they felt when they had to speak in their virtual class, a range of positive and negative emotions were put to the respondents in a Likert-type scale made up of eight items with four choices of answers ranging from ‘always’ to ‘never’, without a mid-point to avoid ‘sitting on the fence’ answers (Cohen, Manion and Morrison, 2007, p327), plus a N/A option (see Table 5). Anxiety featured prominently as the responses for ‘always’ were the highest at 21.8% and the second lowest for ‘never’ at 8%. About 9.2% always felt scared, so this very strong negative emotion akin to high levels of anxiety featured strongly here for a proportion of learners, although half the participants said they were never scared. Around a third of respondents mentioned that they were never relaxed, indicating emotions of tension and anxiety.

Positive emotions did not figure highly although only a very small percentage reported being displeased with themselves, indicating that, in general, participants evaluated their performance positively.

Table 5 - Responses to Question 13: When you are in your virtual class and you have to speak French, how do you feel?

Values are given in percents	Always	Sometimes	Very occasionally	Never	N/A
Anxious	21.8	50.6	13.8	8.0	5.7
Confident	3.4	46.0	28.7	16.1	5.7
Discouraged	1.1	16.1	32.2	41.4	9.2
Embarrassed	8.0	29.9	37.9	17.2	6.9
Excited	4.6	34.5	20.7	27.6	12.6
Relaxed	6.9	41.4	14.9	31.0	5.7
Satisfied/ pleased	8.0	64.4	17.2	4.6	5.7
Scared	9.2	19.5	12.6	49.4	9.2

Question 14 looked at the respondents’ thoughts and emotions about learning pronunciation online and sought to further investigate FLA. The scores for items 2, 6 and 7 which measured a positive emotion or had been worded in the negative in the questionnaire as a check on accuracy of the respondents were reversed before including them in the analysis. As mentioned earlier, the resulting Cronbach’s Alpha Coefficient for internal consistency reliability thus increased from .894 to .931, showing the importance of recoding negatively worded values before submitting the data for analysis.

The 14 multi-scale items in Q14 of section 2 were analysed for their ‘Corrected Item-Total Correlation’. This is the correlation of the item with the summated score for all other items on the scale. According to Gliem and Gliem, ‘a rule-of-thumb is that these values should be at least .40’ (2003, p86) which is clearly the case here (.494), indicating good correlation between the items on this scale, so all items were kept. The mean of 3.369 for

the whole scale indicates that respondents tended to disagree with expressions of negative emotions towards the learning of pronunciation online (strongly agree being coded as 1 and strongly disagree being coded as 5).

This mean was more statistically significant than for the initial study because the sample size was 87 out of a student population of 1,200, i.e. 7.3%. In survey research, a sample 'range of between one per cent to ten percent of the population is usually mentioned as the magic sampling fraction, with a minimum of about 100 participants' (Dornyei, 2007, p99). An adequate percentage for survey research was thus achieved in the present study.

TAPs

As a reminder, the sample was made up of five participants who had various levels of pronunciation ability on the phonological scale and who carried out a task as described on p58.

Results from TAPs Concerning FLA

FLA was evident from the start of the task as evidenced by negative assumptions about the difficulty of the task for the participants. This issue also emerged in the questionnaire responses on FLA (see p 89):

'Let's start, mmh, right, it all looks very complicated'.

Participants sometimes expressed their concern which may also have indicated anxiety by using the following terms:

'Ah, a squiggle with a top on, oh, dear'.

'Ooh that's tricky, I am going to listen to that again'.

‘Oh gosh I’m looking through here and I can’t see the ‘c’ now, must be there somewhere, I can see the inverted ‘c’ but I can’t see the ‘c’ the correct way round unless it’s , I missed it somewhere in all of this. Oh Lord, ssss, that’s backwards! ..., no, no, flicked over the wrong one there (clicks)’.

Non-verbal interjections such as sighing or nervous laughter also suggested a degree of FLA:

‘No it isn’t that, no, I have gone for the wrong one, er, there, haven’t I? (sighs)’.

In addition, anxiety was sometimes evident in their reluctance to have a go or in their hesitation:

‘[...] although I’m very tempted to pronounce the ‘n’ in the spelling’

‘Right, looks (sighs) ... right, looks as if, mmh’.

Performance Anxiety

Anxiety was sometimes apparent at the very moment students had to pronounce the words after having tried to learn the correct pronunciation using the Phonemic Chart:

‘[...] gwafra’ for the third one although I am very doubtful (laugh) about that so let’s move on’.

‘I’m not sure if am I speaking properly or not’.

They sometimes used a lot of hedging and thus ‘prepared’ the listener for the approximate pronunciation that was coming:

‘Next one, (sighs) to someone English it looks really funny like ‘gwafrez’’. .

‘Mmm, well this is going to come out as ‘museau’’. .

Apologies were heard, though not always explicitly, after their performance for its perceived or genuinely poor quality:

‘So I think that’s about it although I do apologise for taking so long to actually, er, complete the activity’.

Other Emotions

A range of different emotions was also experienced by the five participants:

Frustration

Emotions of frustration were evident for some of them in relation to the task, the Phonemic Chart, or the learning environment itself:

‘Right, we need a three, oh, oh, it’s so frustrating working with computers, I absolutely hate them’.

‘Er, next one, er, oh, deep frustrations, ‘e’, (sighs) ‘e’, oh, there!’

Frustration was sometimes directed at themselves for not being able to complete the task more efficiently:

‘Oh, this is getting annoying! I can’t see the figure that I am looking for on there’.

Surprise

Elements of surprise were also evident, especially when the sound they heard from the chart was not what they had expected or when they realised what they had to do:

‘Let’s have a listen to that (chart voice), oh? So that’s an è sound?’

‘I am looking for half of these things and they seem not to be there (...), ‘k’ oh I am looking at the wrong part of it, that’s why!’

Positive emotions

Positive phrases were sometimes used, indicating their enjoyment of the task, the usefulness of the Phonemic Chart, or simply their gratitude for being asked to take part (see questionnaire answers where similar emotions were mentioned, p89):

‘This is going a lot smoother than I thought , er, well, at least it’s more enjoyable, maybe it’s not so smooth, (laugh) but at least it’s quite good fun’.

Some phrases indicated that they relaxed after a few words or even that the time had gone very quickly:

‘I think I’m quite comfortable with this one’.

‘I think this is the last word, er, that’s flying by’.

Interviews

The interview questions were based in part on answers to the questionnaires and TAPs in order to probe them in more detail. For instance, the causes of anxiety for two of the participants, named Ron and Sally for the purposes of the study were followed up in the interviews and their responses yielded more detailed and precise information. Also, Matt, the third participant, seemed to repeatedly praise the value of the chart in his TAP and this apparent enjoyment of learning on his own needed following up to confirm that this was indeed his preferred learning context.

The interviews with Sally (lower score on the phonological scale), Matt (middle score) and Ron (higher score) thus provided some very valuable qualitative data. The quotes retained are representative of the answers received. FLA was linked to being put on the spot to perform and to the lack of time for putting a correct sentence together:

Sally: ‘When I’m called upon to put something grammatically into a sentence, my

problem is usually not so much with pronunciation, it's with the actual construction of the sentence'.

She added that this is probably due to her age and it worried her.

Ron: 'I am more anxious when I speak with my tutor because she assesses me; I am completely freaked when I have to do TMAs when I have to record my presentation because it is marked, so I have to speak very well'.

He added that some people do not say a word in the tutorial because they get so scared, unless they relax or drink alcohol beforehand!

Technology also added to the anxiety of some of the participants. This particular point also emerged from the questionnaires (see p89) and the TAPs (see p93). For instance, Sally was very worried about using a new IT system before starting the course but she relaxed once she got used to the system:

Sally: 'I didn't have any anxieties after that so it was more a case of whether the computer would work and whether I would manage to get into it alright, er, that sort of thing'.

The three participants sometimes preferred learning on their own as it caused them less anxiety:

Sally: '[...] whereas when you do it at home on your own, you know, there's only you to worry about'.

Matt and Ron also mentioned FLA caused by some sort of competition between learners during tutorials and performance anxiety:

Matt: 'What I find most difficult is, I think, having an audience really, feeling a little bit nervous that there is an audience and as with any group activity, invariably there is a little bit of competitive edge which I don't find helps me with learning so, I'd say having an audience and feeling a little self-conscious about levels, whether perceiving that you're strong or weak and somebody else I think entail a bit of anxiety'.

He added that being nervous and self-conscious went hand in hand and that everybody who attended felt a measure of anxiety. He also had definite views about learning on his own as he did not like a face-to-face classroom situation.

Ron talked about performance anxiety:

'Most people are scared of speaking because they feel they speak badly and they are afraid of making a mistake'.

He added that this may be due to better speakers who studied French before and thus make you feel intimidated and 'focus on how not to make a fool of yourself'.

However, of the three interviewees, Matt (the middle achiever) did not feel particularly anxious about how he sounded or about his accent:

Matt: 'Pronunciation can be correct and you can still hear an accent so I don't think it is a problem really, not, not for me, I am not worried particularly about sounding like a native speaker when I'm not'.

On the other hand, Sally found that her English accent did bother her and thought it very important to sound as good as she could.

Research Question Two

What strategies do distance learners use to learn pronunciation during online tutorials and when practising on their own?

Questionnaire

Learning strategies were explored in the questionnaire from question 23 onwards (see Appendix 3). Question 23 items 1 to 13 were analysed for their 'Corrected Item-Total Correlation' and a good correlation of .470 was found between the items of this scale. The mean of 3.227 for the whole scale indicated that respondents tended to use strategies either sometimes or often, but as the type and frequency of strategy use varies, this measurement was not specific enough and further analysis was required through qualitative comments from the later section of the questionnaire, the TAPs and interviews.

The multi-item scale in Section Four was found to have high internal consistency reliability as a Cronbach's Alpha coefficient of internal consistency of .915 is considered excellent, so all items in this scale were kept for analysis. The good inter-item correlation and the high Cronbach's Alpha coefficient indicated consistency in the responses and added to the validity and reliability of this research.

In terms of type and frequency of strategies, respondents used a range of metacognitive, cognitive and affective strategies (see Table 6 below). Among them were *focused listening*, *positive self-talk* and *deep breathing*, for example:

'I listen attentively to the rise and fall of speech by my teacher - the music of it'

'When I know that I am not pronouncing a word correctly, I tell myself that it is okay to make mistakes'

'When it is my turn to speak, if I feel that I am going to panic, I make a conscious effort to calm down and take a deep breath'

Interestingly, 'I try to increase my exposure to French sounds by *playing back* the recorded lesson and listening to it again' was not a widely-used strategy, although it is particularly

relevant to a virtual environment and is one of the positive affordances of the VLE in comparison with a conventional classroom environment (see Table 6). This is perhaps due to the fact that not all learners know that it is possible to listen to a recording of the tutorial on Elluminate.

Table 6 - Responses to Question 23: Pronunciation learning strategies on Elluminate

<u>Strategies for Learning Pronunciation on Elluminate</u>	<u>Mean</u>
I listen attentively to the rise and fall of speech by my teacher - the music of it.	3.85
When I know that I am not pronouncing a word correctly, I tell myself that it is okay to make mistakes.	3.76
When it is my turn to speak, if I feel that I am going to panic, I make a conscious effort to calm down and take a deep breath.	3.61
I look for associations between the sounds of a word in French I see on the whiteboard with the sounds of another French word I already know.	3.56
If I don't understand a word because I could not hear it properly (e.g. microphone problem), I draw on my background knowledge of French sounds to guess the word.	3.54
I practise difficult French sounds to familiarize myself with them when my microphone is off.	3.54
I ask my teacher to repeat unfamiliar sounds that I hear.	3.21
If I don't understand a word someone says, I ask my teacher to write it in the chat box.	3.02
Before the tutorial, I plan what I am going to focus on (e.g. using correct grammar, learning new words or pronouncing words accurately).	2.97
As Elluminate enables me to hear everyone in the classroom clearly, I try to imitate the way other students talk (if I think they have a good accent).	2.92
If I don't know how to pronounce a word, I ask my partner in the break-up room to help me pronounce it.	2.90
I try to increase my exposure to French sounds by playing back the recorded lesson and listening to it again.	2.55
I try to increase my exposure to French sounds by starting conversations in French with the other students when in the break-up rooms.	2.53

In Question 24 respondents were asked to select one strategy from the three that were listed, two of which involved *avoidance* behaviour, which is very often displayed by L2

learners when it comes to pronouncing difficult phonemes. Almost a third (28.7%) waited for another student to use the difficult word and 12.6% generally used another word with similar meaning, which means that altogether, 41.3% claimed that they try to get around the word they find difficult to pronounce by using an avoidance strategy. However, almost a quarter stated that they try to *use their L1 phonological system* to help them with the pronunciation of L2, a strategy that could work for a lot of L2 French learners of English origin but which seems to be under-exploited. More than a third of respondents (35.6%) chose the ‘other’ strategies category, indicating that they did not use these three strategies. A third of those who ticked ‘other’ *had a go* at the pronunciation; a quarter *compared* it to other words they knew in French; and only 14.17% *asked the tutor for help*. Some respondents tried to pronounce the words but went further: implicitly asking for the *teacher’s feedback* or *breaking* the word into manageable bits, whilst others made the most of the online environment by looking for help with the correct pronunciation on the *Internet*.

Question 25 was designed to explore respondents’ knowledge of the variety of strategies they could use. Table 7 below gives details:

Table 7- Responses to Question 25: Respondents knew what strategies to use

Never	8.0%
Almost never	5.7%
Sometimes	44.8%
Often	16.1%
Very often	6.9%
N/A	18.4%

Responses showed that 23% often or very often knew what strategies to use and more than 40% sometimes did. However, for around 14% this was never or hardly ever the case. This does not mean that those who knew about strategies actually used them, but it is,

nevertheless, a positive result as two thirds of learners had some idea of what strategies were available to them. However, a fifth ticked N/A but it could be because they did not know what strategies to use, they did not use any or they did not use them in this particular learning environment.

The following question on strategies was of a qualitative nature as it asked respondents whether they had any other ideas on strategies they could use whilst learning pronunciation, other than those that were mentioned in the questionnaire so far (see Table 8 for a quantitative breakdown of the qualitative data nodes). The NVivo software was extremely useful here to gather all comments under common themes (nodes) which in turn strengthened the findings (see Chapter Four on Data Analysis Tools). The results are shown below, including some nodes not related to strategies as some of the responses were about emotions, difficulties or statements about the tutorial contents:

Table 8 - Coding responses to Question 26: Other ideas on strategies learners use

Node	Percentage coverage
Nodes\\Using learning strategies\\Using cognitive strategies	53.72% (all included here)
Nodes\\Using learning strategies\\Using affective strategies	14.72% (all included here)
Nodes\\Interacting with the learning Environment\\Feeling negative\\No pronunciation activity	12.56%
Nodes\\Using learning strategies\\Using cognitive strategies\\Using visuals	9.08%
Nodes\\Using learning strategies\\Using cognitive strategies\\Practising with tutor	8.39%
Nodes\\Using learning strategies\\Using cognitive strategies\\Listening to feedback	8.34%
Nodes\\Using learning strategies\\Using cognitive strategies\\Repeating the sound	7.69%
Nodes\\Using learning strategies\\Using cognitive strategies\\Practising on one's own	7.03%
Nodes\\Using learning strategies\\Using cognitive strategies\\Learning the IPA	5.30%
Nodes\\Using learning strategies\\Using cognitive strategies\\Asking for help from the tutor	4.20%
Nodes\\Emotions felt\\Feeling embarrassed	3.77%
Nodes\\Using learning strategies\\Using cognitive strategies\\Practising with fellow students	3.77%
Nodes\\Using learning strategies\\Using cognitive strategies\\listening to recordings	2.10%
Nodes\\Using learning strategies\\Using cognitive strategies\\listening to French radio or TV	1.36%
Nodes\\Interacting with the learning Environment\\Experiencing technical difficulties	1.33%
Nodes\\Interacting with the learning Environment\\Experiencing technical difficulties\\Not hearing properly	1.33%

The most frequently mentioned cognitive strategies were:

- Using virtual *visuals*:
‘[...] use of white board to stress the sound, with pictures of the mouth and symbols, linked with the teacher pronouncing the word’.

- *Practising with the tutor* rather than with peers/ask for his/her help:

‘Set a specific part of the session for pronunciation practice, and have the tutor input - rather than breakout rooms where peer learning often replicates errors and puts the onus on a stronger student to assist the one who is experiencing difficulties’.

‘Put up the hand and ask the tutor to pronounce the word then try to copy him/her. Do this even if it means ‘butting in’.

- Obtaining and listening to *tutor’s feedback*:

‘I think if we were given a piece of text to prepare and then each read it out, the tutor would be able to correct us and we would each get good practice in pronunciation’.

- *Repetition/drilling*:

‘I listen to the CDs, I repeat what is said’.

‘Drills and repetitions would be useful. At the moment we are trying to put together sentences and get the pronunciation right at the same time - too much to think about. So sometimes the pronunciation goes because I’m struggling just to think of the right word or grammatical structure. It would be good to focus more explicitly on pronunciation at times’.

- Learning the *International Phonetic Alphabet (IPA)* and *practising* on one’s own:

‘Maybe we should be taught the phonetic alphabet and be drilled with the sounds so that we can work them out for ourselves’.

Learning the IPA is an interesting finding here as Peterson (2000) did not have any participants in her study reporting the acquisition of a general knowledge of phonetics as pronunciation strategies. It is nonetheless a useful strategy recommended by Vincent-Durroux *et al.* (2011, p88). Affective issues (but not necessarily strategies to deal with

affect) were also mentioned, including *self-reassurance* that making mistakes is acceptable, feeling that the online tutorial is a supportive learning environment and being able to *deal with insufficient feedback*. Perceived lack of feedback was a point aired repeatedly by respondents in the questionnaire and emphasises the critical role of the tutor when providing feedback:

‘The most important thing for me is to know that I will be able to experiment and make mistakes with confidence in order to move forward. I think this is a confidence booster’.

‘The problem with pronunciation is that if you start to pronounce a word incorrectly and there is nobody to correct you, it's not enough’.

Although not the object of question 20a which was about the VLE, some respondents mentioned help they need with anxiety and a few strategies they used, ranging from *repeating words* from a recording to *self-help groups*:

‘From the discs that accompany the books, it is easier to repeat the words spoken and learn more this way than on Elluminate’.

‘Perhaps it would've been nice if my tutor group had got together between times on Elluminate to practise together - this would have helped with nerves/confidence too’.

TAPs

The TAPs yielded extremely valuable data which was then organised into the following categories using NVivo (see also Chapter Four on Data Analysis Tools). Nodes relating to

FLA accounted for 52.1% of the coded data, a sizeable proportion indicating the pertinence of choosing this variable as one of the main strands of this study. Table 9 is from a screenshot of an entire TAP transcript coverage and shows emotions and evaluative comments:

Table 9 – Node structure of TAPs analysis

Node	Percentage coverage
Nodes\Affect	19.11%
Nodes\Affect\Anxiety	17.60%
Nodes\Affect\Anxiety\Learning Anxiety	15.97%
Nodes\Affect\Anxiety\Performance Anxiety	1.64%
Nodes\Affect\Emotions	1.51%
Nodes\Affect\Emotions\Positive emotion	6.41%
Nodes\Affect\Emotions\Surprise	4.30%
Nodes\Evaluation\chart	15.36%
Nodes\Evaluation\instrument	1.11%
Nodes\Evaluation\performance	25.74%
Nodes\Pronunciation Knowledge	9.14%
Nodes\Strategies\Affective Strategies	7.92%
Nodes\Strategies\Cognitive Strategy	22.36%
Nodes\Strategies\Metacognitive Strategies	23.06%

Affective Strategies

Self-encouragement was one of strategies participants used to address negative emotions:

‘OK, right, getting into the gist of it now’.

‘For the third one, er, let’s go for it!’

However, some participants could not accept that they had completed the activity successfully without expressing emotions of self-denigration:

‘Oh? Is that all it is? That wasn’t as difficult as I thought it was going to be, probably means I’ve done it all wrong, anyway!’

Cognitive Strategies

By far the most used cognitive strategy was *repetition* of the sounds and whole words:

‘[...] gugugu, (clicks), ‘gwi, gwi’, gwinn, ‘gwingoi’, (clicks), just come back to the beginning again, ‘ge’, ‘gwingoi’.

Some also made use of language materials as sources of help, in this case, the Phonemic Chart:

‘The next one, hmm, let’s try the phonemic table, ok, I can’t seem to find that funny looking ‘z’ but here it is (chart voice)’.

Others were not always successful in their *resourcing* strategies (finding sources for help):

‘The next one, now..., looks, hmm, (sighs) I can’t see this, er Phonemic Chart helping with this g-o-i-n-f-r-e-z’.

Other strategies involved *grouping* i.e. organising their learning on the basis of common attributes:

‘[...] ‘g’, and (chart voice), ‘w’ is quite straightforward, (chart voice), that would be the fancy ‘e’ with the tilda again’.

Deduction was also used, or a conscious application of pronunciation rules they knew or of knowledge that they had just gained during the activity:

‘So that’s an è sound? So it looks as if it’s ‘gwèfrez’ (yeah), so I was wrong the first time, ‘gwèfrez’! Now then... so if that was an ‘è’, no it’s got to be an ‘è’ in the next one, so that’s ‘gwègois’.

Imagery was sometimes used in an attempt to visualise information to help memory storage or to compare some of the strange looking phonemes to something known in order to process new knowledge:

‘Looks like ‘icicle’.

‘That’s a funny looking letter, it’s almost like a ‘y’ with a half-finished tail so (chart voice)’.

Respondents made use of *auditory representation*, meaning that they kept a sound or sound sequence in their heads. As TAPs enabled them to voice what they were thinking, it was possible to ‘hear’ the sound in their mind, showing thereby the usefulness of this investigation instrument:

‘[...] ‘e’, oh, there, (chart voice), ‘è, è’, so, that’s ‘fait’, ‘fait’, ‘e’(chart voice), ‘fe’euh’, ‘ferreux’, ‘faire’, ‘ferreux’?’

Participants also *related new information* to other notions already accumulated in their memory:

‘OK it’s ‘museau’ which is exactly the same sound as the surname of a very good old friend of mine’.

They also *transferred previous knowledge* learned to help them with their learning in the activity they were tackling:

‘‘On, on’ (chart voice), so, have I done? ‘caleçon’ (G), ‘caleçon’ (G), ok, right, that looks like ‘calcaneus’, having done some Latin, in my youth’.

‘Much like the maths that I did, it was easier to just put it down into different parts divided by three. Similarly with this we’re looking at the different components parts’.

Inference was sometimes used to guess the pronunciation of one phoneme through the pronunciation of the whole word:

‘I’m going to try for ‘coleçon’, (chart voice), no I’m going to revise that, ‘caleçon’’.

Metacognitive Strategies

Participants used a range of metacognitive strategies such as *planning* how to complete the task or the content sequence:

‘I’ve got to downsize that, bring up the Phonemic Chart and pronounce these words?’

They also *previewed* the task to try to identify problems:

‘I don’t see what help this chart is gonna be? Probably means I haven’t got the hang of it but ... Oh I see the bits in, wait a minute, ... oh, that’s... there’s writing in blue at the side which is meant to help, yeah?’

Some comments indicated that progress on the task was checked regularly, as well as comprehension and production while using the chart. This *self-assessment* was necessary because of the absence of feedback when learning in solo mode, a point which also emerged from the questionnaire (see p99) and was reinforced in the interviews. The TAPs showed how they dealt with this and the interviews provided some good insight into how the participants felt about the perceived lack of feedback (see p110):

‘Right we’ve just done ‘caleçon’, (paper shuffling) I think that’s done, hmm, let me just scroll down to make sure’.

‘Now, I’ve just noticed, I don’t, I am not sure I got the previous, let’s have a listen’.

Participants also tried to *evaluate* and assess how well they had accomplished the learning task and used their learning strategies:

‘Let’s have a listen to that (chart voice), oh? So that’s an è sound? So it looks as if it’s ‘gwèfrez’ (B X2, yeah), so I was wrong the first time’.

Some participants managed their own learning by *arranging conditions* that would help them learn and focus on the task:

‘So, er, I’m just getting myself organised on my computer and I have my chart next to the words which I haven’t looked at before that’.

Interviews

Learning strategies were covered in the interviews and some of the comments are set out below. As a reminder, the three participants are referred to as Sally (lower score on the phonological scale), Matt (middle score) and Ron (higher score). All three had firm ideas on which learning environments were suited to the learning of a particular language skill:

Sally: ‘We tend to spend, to do, a lot of grammar in all of my tutorials and quite honestly that’s not what I need from my tutorial, I need, because I can do all that at home, I’ve got the grammar, I’ve got it all there. I need to do conversation’.

Cognitive Strategies

Sally stated that she could practise *reading aloud* on her own as she had all she needed with the CDs with which she could mimic what was coming through the headphones, and that the classes on pronunciation in Caen¹⁵ had not been very useful. She coped very well with the absence of feedback in her TAP when she checked the pronunciation of some sounds on the Phonemic Chart after realising that the previous word might not have been said right. Nevertheless, face-to-face tutorials and learning on her own at home were still her preferred learning environments.

¹⁵ Summer school organised by the Open University which offers learners the opportunity to be immersed in the target language for a week.

Matt also liked to go over material on his own when *reviewing his notes* after a tutorial:

‘Clarifying what the correct way of saying certain words is, er, so yeah, no strategies really, just really looking up words in one’s own time and getting the pronunciation right’.

Ron highlighted the difficulty of checking whether his pronunciation was correct when studying on his own (although he did quite well in his TAP when he listened to the individual sounds on the Phonemic Chart to make sure he was pronouncing the word correctly):

‘Because the vocabulary, I can check in my dictionary, grammar, I could check it on the Internet but pronunciation, there are not many sources to check pronunciation’.

He added that he *met regularly with others* in a café where he lives in order to practise oral skills. However, the feedback given was not ideal as it was peer-correction. It shows good initiative, nevertheless, and adds another dimension to distance learning - collaborative learning - which could be the object of further investigation i.e. learning pronunciation through peer-correction.

Although they could practise on their own, the lack of feedback was mentioned again as well as strategies to alleviate this:

Sally: ‘I mean I can practise aloud at home but I don’t know, there is nothing to tell me, unless I am listening to something through my headphones, there is nothing to tell me whether I am pronouncing correctly, so to me, the ideal is to have somebody do it first and then I can hear what it should sound like and then I can copy it’.

Ron: 'Maybe if the students could send to the tutor their presentation from the course, there are exercises on every part of the course just to check the pronunciation to get the feedback because without feedback we don't learn, we could learn bad pronunciation'.

The *use of the Phonemic Chart* was found helpful by two of the three participants to practise pronunciation on their own although Sally found it somewhat cumbersome:

Sally: 'Ah, right, so you would need to have that on your screen while you are doing other work? Ahh, I see what you mean, but then, that is a very lengthy process'.

Matt: 'I have mentioned several times how useful the Phonemic Chart that you sent us is and yes, it is the perfect medium to improve accent and pronunciation without having to rely on somebody else to tell you how to do it correctly. In a sense, that's OK but in a way, to work it out for yourself is often the best way, then you know it, you've learned it, yes it's an excellent medium to learn pronunciation'.

When it came to visuals, Sally did not look at the tutor's mouth but relied on her *aural skills* to learn pronunciation:

'I don't think it is all that important to be able to actually see the tutor's mouth to be honest, because I go more by ear, and that was one of the things I found a bit boring in the pronunciation things in Caen. They spent a bit of time showing us what to do with your mouth, but I've got a good ear and I much prefer just to hear somebody saying it and then I could mimic it'.

For Ron, it was the opposite; he relied on *visual cues* and even supplemented the course books with *other material* found on the Internet:

‘I am one of these people who rely on the visual cues, so actually when I learn French pronunciation I watch videos on Youtube. There is a nice French lady who does French sounds, so she shows us what to do with your mouth to make the sounds’.

Matt did not look at the teacher’s mouth but he used the *phonemic transcription* to help him with pronunciation:

‘What I do now as well, I also write the phonetic symbols next to a word I find tricky so I don’t then need to look it up again, and it is also a way of learning the phonetic alphabet’.

He also searched the Internet to find practical pronunciation tips and drawings of how the mouth is shaped for certain sounds.

Affective Strategies

Affective strategies were alluded to by Ron but not specifically in terms of what he did to combat anxiety. This complemented the findings on FLA from the TAPs and the questionnaire (see pp. 93 and 89):

‘I worked on overcoming shyness and this fear of telling words, you know it should be, you know, every person should work on this because some people get so scared that they cannot say a word despite they have very good French’.

He added that as he ‘had been vaccinated by the tutorials’, he was not so scared to join people speaking French on www.meetup.com/french-32/, a website that enables people to meet to practise French.

Metacognitive Strategies

When problems and how to cope with them were mentioned, several metacognitive strategies were highlighted. Because of a lack of time, Sally had already *planned* to address

pronunciation at a later date, as there was simply too much to do to practise it during the course. Ron knew when to use *avoidance strategies* during his tutorials, but seemed to lack confidence:

‘I know I am not an able student because I have a few problems with the nasal sounds, I always substitute them if I have to repeat a word I haven’t seen’.

He also thought that learning tips and strategies should be included in the materials, perhaps on the course website:

‘The OU should really stress on strategies which could allow people to speak from day one and not to care about their pronunciation or grammar, because I see from the tutorials that most people are scared of speaking, so more on the positive talk, on the strategies, not to be afraid of speaking despite bad pronunciation or bad grammar, bad vocabulary, just to get the fluency like children do. We allow them to make mistakes and we don’t make a fuss about that. When we are adults, we get freaked’.

Research Question Three

How is the virtual learning environment itself perceived by distance learners when learning pronunciation?

Questionnaire

The third section addressed issues around learners' perception of the VLE. Question 15a looked at the general use of Elluminate and over two thirds of respondents (60 i.e. 69%) claimed not to find it difficult to use. In Q15b respondents were asked to specify any problems they had experienced when using the software. Responses indicated various technical problems (see p89, where these were mentioned in relation to the respondents' lack of enjoyment of pronunciation learning online). Hearing problems were mentioned more often than the other difficulties and clearly impaired their learning of pronunciation:

'There is often a problem hearing the tutor well as there is a tinny sound to the quality'.

'It can be frustrating when a few people are having problems and the sound quality is not good, especially as pronunciation needs to be heard'.

Not only could the tutor's pronunciation not be heard properly at times but peer learning was also impaired. Microphone problems thus prevented respondents from practising pronunciation comfortably. The 31%, who mentioned they had experienced problems with using the Elluminate system on some occasions, cited a variety of reasons:

'Forgetting to click the 'speak' button 'on' and 'off' before or after speaking'.

'The use of the symbols can be confusing when in conversation'.

'I don't like suddenly being moved to another 'virtual room' to work with another student I find this very unsettling - and embarrassing'.

Frustration was evident when the connection was lost:

‘I sometimes lose connection and cannot participate in the session. I have to log out and back in again’.

Sometimes all features of Elluminate were not available, giving students an incomplete learning experience:

‘Sometimes the pictures on the whiteboard do not display’.

However, their negative experiences were not all due to technical problems, as other difficulties were also mentioned including installing the software, lack of time, incompatibility with working hours, lack of expertise and suffering a visual impairment:

‘I connect from various locations and the need to install the software can be problem’.

‘If you are given an exercise to do you may have four minutes to cover what you need to and sometimes the task is unclear, and by the time you've worked out what you're supposed to be doing you've suddenly been put back in with the rest of the group to carry out the task’.

‘I am usually unable to attend the online tutorials due to me working shifts and them clashing with class times’.

‘I can't deal with Elluminate as I am not very computer literate, and I have an eye condition which makes it hard to be on the computer for long’.

Further negative comments on Elluminate difficulties focused on pronunciation learning issues, namely a lack of visual clues and the absence of body language:

‘Because you can't see the tutor's facial expression, it is sometimes difficult to ‘hear’ pronunciation’.

‘It is difficult to mimic a sound if you cannot see the mouth of the native speaker’.

Although 31% were negative towards Elluminate, they sometimes tempered these with more positive comments:

‘Online tutorials are useful to improve pronunciation’.

Despite the above, 57.5% respondents felt either happy or very comfortable with using Elluminate and only 9.2% felt ‘stressed out’, so we may assume that emotions and thoughts towards using the software per se were positive in general. If we add the 20.7% who claimed they would be more at ease after more practice, the figure rises to 78.2% who felt positive about using Elluminate. This is an important finding, given that learners have twice as many online tutorials now as face-to-face ones. It should be noted, however, that nearly 80% who felt positive about Elluminate still preferred the face-to-face environment for pronunciation learning. This could be explained by a lack of insight into what can be achieved in terms of pronunciation in a virtual environment, as students have less experience working online than face-to-face. The remaining questions in the third section were designed to explore this outcome further as seen in Table 10 below: question 18(a) asked students to tick all the items in a given list that they found useful for learning pronunciation, and question 18 (b) to identify the most useful.

Table 10 - Responses to Question 18 a and b ‘When learning pronunciation what do you find useful?’

Q18 a and b Statements	All in %	Most useful in %
Immediate feedback from your teacher	88.5	42.5
Seeing your teacher demonstrate and explain	60.9	20.7
Drilling the sounds (repeating the sounds/words again and again)	58.6	16.1
Being familiar with the phonetic alphabet (symbols or sounds)	44.8	6.9
Being able to see your teacher’s mouth	43.7	9.2
Seeing a drawing of lips and tongue for each sound	13.8	0
Other	8.0	4.6

The majority (88.5%) thought that immediate feedback from their teacher was the most useful to them, a recurrent theme that featured in the TAPs and interviews (see p108). This response, coupled with 60.9% who wanted to be able to see their teacher explain and demonstrate (drilling the sounds was chosen by 58.6% as useful), shows the need for the teacher’s presence.

Respondents were also given the opportunity to mention further features of Elluminate which they found useful when learning pronunciation. About half of those who did, mentioned useful features such as:

‘Listening to recordings of actual conversation can be useful’.

In terms of what helps the most when learning pronunciation (Q18b), immediate feedback was found to be the most useful (see Table 10). The importance of feedback which takes account of the learning context has been noted in other studies with distance language learners – see Hurd (2006); Holmberg, Shelley and White (2005); and White (2003) in particular. For instance, White states that ‘recent commentaries on providing feedback suggest student needs and learning contexts must be taken into account, and an important

role for teachers is to assist students in situating feedback within the framework of experience they have developed' (2006, p254).

No participant thought that seeing a drawing with lips and tongue for each sound was the most useful, although this would have been quite easily achieved on a video or whiteboard on Elluminate. It could well be that this has not been used by the teacher, so learners might not realise how useful it could be.

The remaining questions in Section Three asked respondents to evaluate online contexts for pronunciation learning as opposed to face-to-face, in order to help explain their feelings towards Elluminate. Although 78.2% had indicated that they felt positive about Elluminate as a software, 60% felt negative about pronunciation activities carried out on Elluminate, half of whom mentioned the lack of visuals and sometimes expressed surprise or even frustration. However, this could be due to the tutor not using some affordances of the medium such as the camera or web tours:

'[...] but you can't see the teacher demonstrate and explain on Elluminate?'

An interesting finding was a focus on the social aspect of the learning experience which can be missing from Elluminate tutorials. They cited the difficulty of 'having a conversation', and the lack of 'interaction and response'. Respondents also seem to struggle with having too many things to attend to on Elluminate:

'Not having to think about technical use of a computer at the same time as trying to learn something'.

Another interesting finding is that, although 88.5% wanted immediate feedback from their teacher in Q18a and 42.5% had answered that immediate feedback was most useful in Q18b, only 44.8% thought that this would be better done face-to-face against 58.5% on Elluminate, so a sizeable portion thought that an Elluminate tutorial was a better forum to

obtain direct feedback from their teacher. This could perhaps be explained by the fact that all students can hear the feedback on Elluminate whereas students do not necessarily hear it when the teacher speaks to students individually in a conventional classroom. Another valuable result was that 43.7% of the respondents preferred practising the sounds during Elluminate tutorials whereas only 20.7% did in face-to-face situations. This particular point was investigated further in the interviews, the results of which enabled data triangulation, essential for validity and reliability of the study.

Respondents were then asked to say why certain activities were better done on Elluminate. The most relevant reasons for each statement were selected and are shown in Table 11:

Table 11 – Why certain activities are better done on Elluminate

Questionnaire Item	Why do you think these activities are better done on Elluminate?
Seeing your teacher demonstrate and explain (1)	<p>'You are just concentrating on sounds rather than other distractions.'</p> <p>'This is generally the only time I hear the teacher apart from the few "live" meetings.'</p> <p>'The white board is as good as any in a classroom.'</p>
Being able to see your teacher's mouth (2)	<p>'It helps with the pronunciation when you see somebody pronouncing a word.' (this was the only comment)</p>
Being familiar with the phonetic alphabet (3)	<p>'I find it very useful when studying by myself to find how a word is pronounced.'</p> <p>'They can be drawn on the white board and then be practised. It is a good way to have the visuals without distractions and for the teacher to point out which sounds go with which symbols.'</p>
Seeing a drawing of lips and tongue for each sound (4)	<p>'This may be an easier method to help students than having a video feed from the teacher.'</p> <p>'Because it is as close to seeing the real thing and you can watch and practice without disturbing the others until it's your time to talk.'</p>
Immediate feedback from your teacher (5)	<p>'Elluminate allows this kind of feedback to be more frequent and it is not as intimidating as face to face.'</p> <p>'Because when it is your turn s/he is only listening to you and concentrating on what you say and how you say it so s/he can give you a quick and accurate response to it.'</p> <p>'It is possible to give feedback to students one on one, without everyone else necessarily hearing.'</p> <p>'She can correct you and get you to repeat her, without having to see other students so don't feel self-conscious.'</p> <p>'In face to face tutorials when working in groups might not immediately pick up on incorrect pronunciations.'</p>
Drilling the sounds (6)	<p>'You can hear everyone one at a time and hear the corrections made by the tutor without visual distraction.'</p> <p>'It is easier to join in with others even when it isn't your turn on the microphone without feeling too self-conscious'</p> <p>'The teacher can repeat it straight away and because there is no face to face tutorial, you need to concentrate more and listen more carefully which is more effective.'</p>
Other (7)	<p>'This helps me to try to 'think on my feet' as when studying alone, I tend to just go through the books/cd and don't get a chance to try to speak "on the hop" as it were.'</p> <p>'It is a restricted channel compared with face-to-face. The simulation of the pragmatic rules of conversation is necessarily clumsy and limited.'</p>

A six-point Likert scale ('strongly agree' to 'strongly disagree', and including a category for 'not applicable') was then submitted to confirm respondents' thoughts (question 20a). Items 1 to 7 in Q20a measured positive attitudes towards Elluminate in a multi-item scale similar in construction to Q14. The scores for item 7 (stating that face-to-face tutorials

were more useful to learn pronunciation) were reversed resulting in a Cronbach Alpha increasing from .819 to .883. Questions 20a 1 to 7 were then analysed for their 'Corrected Item-Total Correlation' which was .519 to .744, indicating high correlation between the items on this scale. If we look at some individual items on the scale, Q20a 6 and 7 responses show that respondents disagreed with their pronunciation having improved during Elluminate sessions and tended to agree (negatively worded item) that face-to-face tutorials are more useful to learn pronunciation, although this may be due to their pronunciation not improving as much as they would have liked. This confirms the findings from Q18 where the participants were asked what they found most useful on Elluminate.

On a more positive note, a few respondents were extremely happy about Elluminate, either because they found it convenient or because they were shy and did not like meeting people face-to-face:

'Eluminate is a useful tool to hear and speak a language regularly especially if you are shy as you do not actually have to meet anyone'.

'I love the concept of Elluminate - having tutorials come straight into your home'.

Other positive aspects to the learning context emerged, including convenience and a point that was very interesting, the anonymity of the medium and the lowering of learners' anxiety (see also concluding comments from the questionnaire on p128):

'I appreciate being at my desk surrounded by my study resources – which I can't do at a face-to-face tutorial – during an Elluminate session'.

'Sometimes, face-to-face pronunciation can be quite stressful, especially when the student is not feeling very confident in his/her ability. Therefore, learning from the privacy and comfort of your own home greatly reduces the stress and contributes to a more positive learning environment'.

'Elluminate does give you the option to just listen to the tutorial rather than feeling 'on-the-spot' to answer'.

TAPs

The TAPs were more useful in yielding data relevant to the first two research questions concerning FLA and learning strategies. However, the few comments from the five participants relevant to the VLE supported findings from the questionnaire: technological problems, not being able to hear properly or the flash system on the chart which highlights the phoneme when the participants point their mouse at it, as follows:

'Right, well I've finished now. And, that was quite difficult, er, and I would prefer to listen to somebody speaking so that I could actually repeat it'.

'Every time I move my pointer it brings up something else on the computer screen'.

'OK, I'm just having more problems with the sound, I am going to check that it is still recording and it is signalling that it is recording so I can go back'.

These negative reactions to the VLE and electronic tools appeared to be related largely to difficulty using the tools and did sometimes change with time:

'Having looked at it a little bit longer... it has been quite useful, so, thank you! I'm about to print the phonetic chart, if my printer works, right, ok, pause recording'.

Interviews

The interviews addressed both the VLE and solo learning. As a reminder, the three participants are referred to as Sally (lower score on the phonological scale), Matt (middle score) and Ron (higher score). Although useful, comments about the VLE, as noted above, were scarce in the TAPs, so the interview schedule addressed the need for further probing. Similar issues on technology, feedback and visuals were mentioned, enabling good

triangulation of the data. Sally thought that learning a language at a distance might not be the best option but if chosen for practicality, one had to accept the disadvantages:

‘With a language, er, I think, you know, it is quite a big disadvantage, distance learning, but if I opt to do it that way, obviously, I’ve got to cope with it’.

She added that online tutorials are practical provided the reception is good, the tutor competent in using the medium and that he or she has got a clear voice. However, she still felt that face-to-face tutorials were necessary to her learning.

Participants mentioned the face-to-face environment a number of times, even when not specifically asked about it, as it was a part of their tutorial package. When asked to rate the three different learning environments when it came to learning pronunciation, some participants preferred to practise on their own, rather than with others:

Sally: ‘That would be I think, well, for the situation where we’re in, yes, for distance learning, definitely, and then comes face-to-face, my experience of face-to-face tutorials would come next, and then, I would put Elluminate last. So, yeah, that’s the order I would put them in, for me, on a distance learning course’.

Matt gave 8/10 for solo learning, 5/10 for online tutorials and 4/10 for face-to-face, which was an interesting finding in that both he and Sally preferred learning pronunciation on their own. Matt gave anonymity as a reason for his preference of Elluminate over face-to-face tutorials.

However, Elluminate made communication feel less real in terms of its lack of a social dimension and visuals, reinforcing earlier findings, which emerged from responses to question 18b in the questionnaire. In this, Matt seemed to contradict himself as he had stated earlier that he did not need to look at the teacher’s mouth (see p112) and that he liked the anonymity of the medium. It can be assumed that he liked practising

pronunciation without having to face other students but he enjoyed, as he mentioned, the ‘socialising’ aspects of face-to-face tutorials. Ron found it particularly difficult to cooperate with other students he could not see. He talked about the difficulty of practising minimal pairs¹⁶ ‘*passer*’ (to pass) and ‘*penser*’ (to think) as examples of very fine hearing difficulties on Elluminate. He also mentioned what he regarded as the somewhat awkward nature of the interaction.

Elluminate presented some advantages for Matt. When asked if having a cross-section of the mouth on Elluminate on the whiteboard would make it better than in a face-to-face situation, and if this was putting words in his mouth, Matt replied:

‘Oh, I am quite happy for those words to be put in my mouth because I completely agree, er, even if you see somebody speaking, if you see them very clearly you can’t see what is going on from the inside of their mouth which is as you’ll know is really where the action with regards to shaping sounds is, so yes, it would be better than face-to-face certainly, hmm, yeah, hmm, yeah’.

Ron also saw this as an advantage of Elluminate where a cross-section of the mouth could be shown for nasals and the ‘r’ involving throat muscles (although one could argue that this could be achieved in a classroom fitted with an interactive whiteboard).

The technology was an issue for Ron but not for Matt:

Ron: ‘I can’t hear myself talking so very often I don’t know if I’m heard or not and on Elluminate, many times it is often disconnected’.

Matt: ‘Er, I think I’ve been really lucky because my sound, the sound quality for me has always been very good so far’.

¹⁶ Pairs of words where only one phoneme (sound) changes (e.g. pin/pen)

Research Question Four

How do the phonological attainment measures used in this study relate to the three variables above?

The findings below resulted from the data gathered by both the questionnaire and the phonological scale reading activity (see p51 for a summary of the instruments used and the points of intervention).

In order to calculate a possible correlation between the 25 respondents' score on the phonological scale and their level of FLA, the scores were matched with their responses to the FLA scale (Q14, a scale adapted from Horwitz *et al.*'s FLCAS (1986) with some additions, and made up of 14 items – see Appendix 10). These were averaged to derive a single score of level of FLA, learning strategies and views on the VLE for each respondent, replicating Gatbonton *et al.*'s procedure for examining the relationship between Ethnic Group Affiliation and L2 Proficiency measures (2011, p193; 2008, p237). Scores were then subjected to a Pearson correlation test (two-tailed) in order to examine the relationship between phonological attainment measures and FLA, learning strategies and views on the VLE.

FLA (all scores)

For FLA, a correlation coefficient of 0.270 was found which was at the top end of a small strength relationship (small = 0.10 to 0.29) according to Pallant (2010, p134). Such a result shows a weak relationship according to Salkind (2011, p88) and 'correlations within this range show only a very slight relationship, although they may be statistically significant' according to Cohen *et al.* (2007, p536) as the figure sits between 0.20 and 0.35. The critical value for the Pearson Correlation is 0.3809 at $p < .05$ (Brown and Rodgers, 2002, p187) so 0.270 is not significant at $p < .05$. The coefficient of determination is $0.27^2 = 0.0729$ which means that there is only seven percent overlap between the two variables.

Thus FLA helps to explain only seven percent of the variance in respondents' phonological scores. There is therefore no causal connection and only a very small associative relationship between FLA and the phonological scores. Arnold (2007) found no significant difference in reduction of communication apprehension between students who took part in discussions in German in synchronous, asynchronous and face-to-face environments although they all experienced some lowering of FLA in the post-test. There was perhaps a lack of difference in FLA reduction between all learning environments investigated because his sample was made up of learners with low to medium levels of FLA. He adds however that 'previous research reported that many learners temporarily experience low levels of anxiety during CMC sessions' (Arnold, 2007, p482). Although we did not compare levels of anxiety in different learning environments in the present study, our sample was made up of learners with all levels of FLA, and only an associative relationship involving learners with low FLA was found (see below – Further Correlation).

Learning Strategies (all scores)

The same procedure was then applied to the other two variables. For learning strategies, results from Q23 of the questionnaire (a scale made up of 13 items) were computed to derive a single score and a Pearson Correlation coefficient of 0.104 was found, showing no statistically significant relationship between the respondents' uses of learning strategies and their phonological attainment.

The VLE (all scores)

In order to investigate the respondents' emotions towards the VLE, results of Q20 (scale made up of seven items) were computed to derive a single score and a Pearson Correlation coefficient of 0.258 was found, showing again no statistically significant relationship between the respondents' emotions towards the VLE and their phonological attainment.

Interestingly, Baralt and Gurzynski-Weiss (2011) found no difference between the CMC mode and the face-to-face mode when it came to FLA levels.

Further Correlation

The sample was then divided into two groups, namely high and low scorers on the phonological scale, with the median score of 37 separating the two groups. No significant correlation was found between high levels of FLA, learning strategies and the respondents' views on the VLE, and low scores on the Phonological scale. In other words, there did not seem to be any relationship between low phonological ability and the three variables in this study even though it would have been reasonable to expect a link between low pronunciation skills and high levels of FLA, an absence of strategies being applied to one's learning and negative emotions towards the VLE.

However, for the high scorers, one significant correlation was found between good pronunciation skills and low levels of FLA ($r = .590$, $n = 14$, $p = 0.26$). The correlation of 0.590 is at the lower end of a large strength relationship (large = 0.50 to 1.00) according to Pallant (2010, p134). It shows a moderate relationship according to Salkind (2011, p88), but approaches a strong relationship which starts at 0.60. Also, 'within this range, correlations are statistically significant beyond the 1 per cent level' according to Cohen *et al.* (2007, p536) as it sits between 0.35 and 0.65. The critical value for the Pearson Correlation is 0.3233 at $p < .05$ (Brown and Rodgers, 2002, p187) so 0.590 is significant at $p < .05$. The coefficient of determination is $0.590^2 = 0.3481$ which means that there is about 35% overlap between the two variables. Low levels of FLA, therefore, help to explain 35% of the variance in the respondents' high phonological scores. There is obviously no causal connection, and only a moderate but significant associative relationship between the respondents' low FLA and their high phonological scores.

This correlation corroborates in some ways the results of a study by Gardner *et al.* (1977), which explored the FLA of English speaking students learning French at beginning, intermediate, and advanced levels. In their study, the mean anxiety level scores of the beginning students was the highest compared to the intermediate and advanced learners. Based on this result, Gardner *et al.* concluded that for FLA, 'the beginners were considerably more anxious than the advanced students, indicating that anxiety about speaking French decreases as proficiency and training increase' (1977, p251). The present study gave results displaying a similar trend, as it was the participants with low FLA who showed a high level of pronunciation skills.

In their study on FLA and performance, Saito and Samimy found that 'anxiety was not a predictive variable for beginning students, while it was for intermediate and advanced students' (1996, p245). It was also the case here with beginners distance learners, as high levels of FLA did not correlate with low pronunciation scores. These findings are also in line with the research of MacIntyre and Gardner (1991) who found that for beginners, anxiety does not play an important role affecting their level of proficiency.

Although the results obtained here are interesting in the context of an exploratory study, a future study could look more specifically at the link between high scores of pronunciation attainment and low levels of FLA in more proficient distance language learners.

Concluding Comments from the Questionnaire

The questionnaire concluded with an invitation to participants to state why they liked doing pronunciation work on Elluminate and 46% of those who left a comment felt positive about the medium (see Fig. 11. Note that some of the node descriptions are incomplete as this is the way NVivo exports a graph, but these are repeated in the analysis section below).

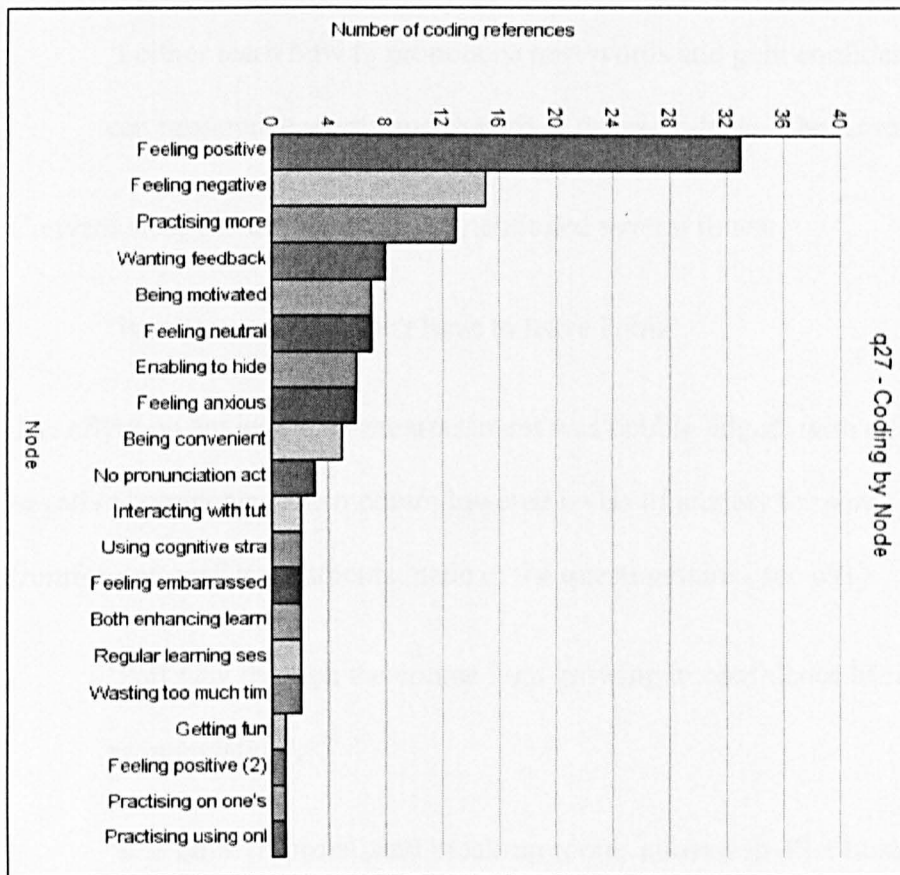


Figure 11- Coding of responses to Question 27 – Last comments about learning pronunciation on Elluminate

More than a third who responded positively mentioned that Elluminate was another way of getting more practice:

‘The more I try and pronounce something the better I will get (it will stick) and I will learn how to say something correctly’.

The second most popular reason why respondents like Elluminate was the immediacy of feedback compared to more generalised feedback in the course materials such as model answers on which the participants commented negatively when studying on their own:

‘It's good to get feedback and have an alternative means than the CDs’.

‘It is an interactive medium - I can ask questions and obtain immediate feedback’.

Confidence boosting and motivation were also reasons to be positive about Elluminate:

‘I either learn how to pronounce new words and gain confidence in this or I find I can pronounce words and that gives my confidence a boost too!’

Convenience, unsurprisingly, was mentioned several times:

‘It is convenient. I don't have to leave home’.

The effect on anxiety and embarrassment was double-edged, with either positive or negative comments. The medium lowered levels of anxiety for some respondents (reinforcing earlier comments made in the questionnaire - see p91):

‘Part way through the course I am growing in confidence because of improved pronunciation’.

‘It is quite informal, and break-up rooms allow a smaller number of people to reduce any anxiety I might feel’.

‘I guess that it's slightly less intimidating than being face-to-face’.

One possible reason for this is that the medium enables learners to ‘hide’ behind their screen and, as some comments above show, avoid having to come face-to-face with other learners:

‘I can practise in real-time but don't have to be heard until I'm ready to be’.

Yet, for a few respondents, Elluminate seemed to raise their level of anxiety and stress, even to the point of putting learners completely off (this also reinforces comments made earlier in the questionnaire - see p89):

‘I do not like Elluminate at all. I would carry on with my French studies i.e. do the follow on course Ouverture but because of Elluminate which stresses me out, I will only be doing L192!’

Some cognitive strategies were mentioned in the closing comments:

‘I did not know that the lessons are recorded and can be play back at any time I need it? If is so I would really like to know how to get to them to practise at home more. Also to hear myself speaking and check my mistakes’.

‘I gain the most benefit in learning pronunciation by imitating the words and sentences from the extracts on the course CDs, which are extremely valuable aids’.

The final question gave respondents the opportunity to add any further comments they might have, and some of the earlier points from this study’s findings were reiterated: being distracted by the technology, a lack of enjoyment and not having the visual support available in a face-to-face setting:

‘I go to a real one in preference to an online one as I can give my full concentration to learning rather than having part of my elderly brain thinking about computer skills. I like to see people and find that a lot of communication is non-verbal, something that is not possible on Elluminate’.

Finally, some respondents felt that Elluminate had its role to play, but that either the tutors needed to explore more fully the affordances of the system or that Elluminate and face-to-face tutorials complemented each other:

‘Perhaps tutors need more training in its use. For instance, ours does not use live video at all. I suspect that feature would aid the teaching of pronunciation’.

‘Elluminate is great, especially for those who can't get to the face-to-face tutorials. Once you've met up with people face-to-face, it does make it less intimidating to speak on Elluminate’ (see also p112).

There were some recurring common themes which emerged from all three instruments – the questionnaire, the TAPs and the interviews: the absence of feedback when learning in solo mode or the immediacy of it on Elluminate, the lack of visuals, technology getting in the way, and the sound quality. The fact that these themes featured in the findings from all instruments is evidence that the instruments were appropriate for both eliciting and triangulating the data.

The findings above also showed that the variables selected for the present study were justified in terms of their interrelationships as evidenced in the participants’ comments and experiences. For instance, the VLE either lowering or raising FLA, some of the strategies used to cope with FLA and other issues involving learning on one’s own or in the VLE. This interaction between the three variables and the common themes running through the study will be discussed further in the next chapter but before that, some insight on this interaction can be obtained at the micro level through mini-case studies.

Three Case Studies

In exploring the pronunciation learning of adults who engage in distance learning, we are dealing with a complex phenomenon which cannot be adequately investigated through statistical procedures alone. The pronunciation learning process in conventional settings is already determined by a range of factors that interrelate in various ways such as age of onset (Granena and Long, 2012; Moyer, 2007), type of instruction (Moyer, 1999), L1 interference (Gatbonton, 2011) and FLA (Price, 1991). In their seven-year longitudinal study of two groups of immigrant learners in Canada (Slavic and Mandarin L1s), Derwing

and Munro found that there was a complex interplay of L1, age, conversations and willingness to communicate in the accentedness of their speech. They add that their findings ‘appear to confirm that pronunciation learning is subject to age effects even during adulthood’ (2013, p178; see also Flege, Munro and Mackay, 1995). Baker (2010) also found a decline in pronunciation skills of learners in their 20s which is related to their age of learning. The context of distance learning introduces a range of additional factors such as the absence or the type of feedback learners receive, as Murphy *et al.* state: ‘In distance learning, the student is generally alone when the feedback arrives and this can magnify concerns’ (2012, p406) and be a source of added anxiety. There is also the use of alternative learning strategies and the VLE itself, which make any investigation more complex than in a conventional learning environment. Quantitative data need, therefore, to be supplemented by qualitative findings in order to allow for deeper analysis of the interrelationships of these factors in some individual cases. The inclusion of small case studies in this research provides us with a detailed account at a micro-level, as they focus on the three variables in the field of pronunciation learning selected for this study: their FLA levels whether raised or lowered by the new medium, the various learning strategies they used as individuals and their views on the VLE. The three participants were chosen because they took part in all phases and instruments of this research and for the various levels they achieved on the phonological scale. Their names have been changed to preserve anonymity and all quotes are verbatim.

As the present research is exploratory in nature, including case studies has the distinct advantage of providing a detailed description on the interaction of our three variables in some specific participants’ cases. They also bring the various parts of this study together and in this add a vital element in terms of answering the research questions. The case studies endeavour to show how these three variables interact and suggest how course

providers could address the specific learning requirements in manuals and tutorial guidance to support the pronunciation learning of distance learners.

Ron (high proficiency level)

Ron is a distance learner in his late thirties. His mother tongue is Polish and he speaks English, Russian, Welsh and Latin. Although a good linguist, he has never studied French before embarking on L192. He does not enjoy learning pronunciation during the tutorials because in his group, 'everybody is treated as one who knows how to speak'.

Ron has one of the best sets of pronunciation skills in the participants group. He scored 48/50 in the reading activity, placing him in second position from the top of the range ability level (24th on the scale) as the median was 37. He obtained 2.694 for his speech rate mark, a suprasegmental measure looking at the speed at which locutors speak. This is very fast and places him in 22nd position on the scale, 25th being the fastest. He did therefore as well in his pronunciation of the French 'r' as in his speech rate.

Despite his excellent skills, Ron puts pronunciation first in terms of difficulty, before vocabulary and grammar learning. He actually found the words in question nine difficult to pronounce. He never feels embarrassed or scared and only very occasionally feels anxious when he has to speak French in the classroom. On the FLA scale, he scored 39 (median 46) so did not display a high level of FLA. In his TAP, Ron did not display FLA either, confirming his answers to the questionnaire. He talked about being amused and grateful for the activity.

In his interview, Ron seems to contradict his questionnaire answers about not getting anxious and what happened in his TAP. However, he talks here about the anxiety he experiences when having to speak with the tutor and in TMAs because of the assessment side of it, so this is perhaps more of a test anxiety issue than an expression of general FLA:

'I am more anxious when I speak with my tutor because she assesses me, I am completely freaked when I have to do TMAs' (see Daly *et al.*, 2011, for a discussion of test anxiety as related to academic performance). He mentions that anxiety can make you lose all your ability to speak: 'Most people are scared of speaking because they feel they speak badly and they are afraid of making a mistake, and you feel a bit intimidated because you don't speak so well and your mind, instead of focusing on understanding, saying the words, you are focused on how not to make a fool of yourself'. He therefore tries to address his anxiety issues: 'I worked on overcoming shyness and this fear of telling words, you know it should be, you know, every person should work on this because some people get so scared that they cannot say a word despite they have very good French when they are relaxed or drunk actually'. Another source of anxiety comes from having to speak with people he cannot see: 'It is uncomfortable for me because I don't know the person, I don't see a person, so I don't know how to cooperate'.

In terms of cognitive strategies, Ron draws on his background knowledge of French sounds to guess the words that he cannot hear properly on Elluminate. When he feels that he is going to panic, he uses affective strategies: he makes a conscious effort to calm down, takes a deep breath and tells himself that it is OK to make mistakes. Ron also uses metacognitive strategies as he plans what he will focus on before the tutorial.

To delve further into Ron's cognitive strategies, these mainly consist of drilling words, guessing the pronunciation and using the learning tool he has been given. He uses inductive skills to try to formulate a rule: 'Not sure which 'e' it is because I can't see any rule to govern this French word'. He also compares the phonemic script to something he knows: 'un is written as 'è' with tilda, because it is nothing like 'è'.

Ron then mentions a few cognitive strategies that he prefers to use when at home and at work: 'I am one of these people who rely on the visual cues so actually when I learn

French pronunciation I watch videos on Youtube'. He also tries to increase his opportunities to speak French and has grown in confidence having been 'vaccinated' by the tutorials: 'When I went for the first time to that French bistrot.com and there were people speaking French and I could not understand a word, but I could get over it because I got vaccinated by tutorials, so it is a good interaction site'. He also thinks that the OU should include affective strategies in its materials.

Although it could be used as a self-access feedback tool, Ron does not like the Phonemic Chart: 'It was too artificial and if you say the sound on the Phonemic Chart, it does not sound the same whether it is surrounded by a vowel or a consonant with a different accent when somebody says it'. Lack of feedback is mentioned in his interview: 'The vocabulary, I can check in my dictionary, grammar, I could check it on the Internet but pronunciation, there is no many sources to check pronunciation'. He would like more opportunities to get oral exercises corrected: 'There are exercises in every part of the course just to check the pronunciation to get the feedback'.

Ron has experienced difficulties when using the VLE as his connection does not allow him to see the whiteboard and he is frequently disconnected. He thinks that pronunciation learning on Elluminate is about the same as in face-to-face tutorials although when probed further (see below), he has strong views against the new learning environment.

A major disadvantage for Ron is the lack of visuals: 'I can't see the tutor saying the words so I only rely on the sound'. He states another advantage of face-to-face: 'and there was a French assistant, [...], and it was very good to speak with a French native speaker so you could see that you were speaking well because your tutor would always understand you'. Meaning is also carried in visuals for him as he states: 'It's better to see the person and see their face and you can interact with this person and sometimes, from the face there is a clue

about intonation, and if you missed something you could see something like that, for example when I am not sure of the word I make faces’.

He thinks that seeing his teacher’s mouth is essential to learning pronunciation and that this is not currently provided in online tutorials. He gives the following reason: ‘I myself cannot well recognise the sounds of French by listening, so only when I see somebody I could mime the face’. Ron has very strong views against the online medium in general, but perhaps not on learning pronunciation within it: ‘In my opinion the Elluminate sessions are a sham. I only attend them to show that I care. It means uttering two, sometimes three sentences an hour, the rest of time is spent on waiting for your turn’. However, Ron does mention the use of technology as a positive advantage of Elluminate tutorials: ‘when I am in a tutorial online, the cross-section would be better actually because [...] you have to see inside of your mouth to see where the tutor’s tongue is and you could see where the tongue touches the palate or something like that, so this was very good for me’.

His interview comments on the VLE are very interesting as they show the interaction between the variables selected for this study. The lack of visuals is a source of anxiety for him, therefore showing in his case a link between FLA and the VLE. The lack of visuals also impacts on the perceived quality of feedback as he would much prefer to see the teacher’s mouth when that feedback is given. The VLE also limits the different strategies he uses to cope with the affordances of the online environment, therefore justifying the need to look at this variable in relation to the learning of pronunciation in a new learning context. For instance, when he cannot hear the pronunciation of a word because of the sound quality, he draws on his knowledge of French sounds to cope with this problem, strategy he also used in his TAP. The interview was also extremely useful as Ron talked at length about strategies he uses when learning on his own, e.g. the use of Internet videos on pronunciation and drilling words to himself whilst at work.

Finally, his high score on the phonological scale and low level of general FLA confirm at a micro-level the correlation found in this study.

Matt (middle proficiency level)

Matt is a distance learner in his early forties. His mother tongue is English and he speaks Italian and a little French which he learned 27 years ago for one year. He has therefore had contact with a Romance language before. He likes learning pronunciation during the tutorials because he 'enjoys any opportunity to improve his French'.

Matt scored 45/50 in the reading activity, placing him in fifth position from the top of the range ability level (21st on the scale) as the median was 37. He obtained 1.873 for his speech rate mark, a suprasegmental measure looking at the speed at which locutors speak. This is quite slow and places him in fifth position on the scale (25th being the fastest). He did therefore much better in his pronunciation of the French 'r' than in his speech rate but this could be because he speaks naturally slowly, as could be heard in his interview in English.

Contrary to Ron, Matt puts pronunciation last in terms of difficulty, after grammar and vocabulary learning. He sometimes feels anxious when he has to speak French in the classroom and never feels relaxed. On the FLA scale, he scored 50 (median 46) which did not indicate a particularly high level of FLA. In his TAP, Matt sometimes displays some FLA when he states: 'I am very doubtful (laugh)' and 'ooh that's tricky'. This can also be heard in the fact that he anticipated the task to be difficult: 'This is going a lot smoother than I thought!' and he is quite negative about his own performance: 'I am probably not working very efficiently but I am trying hard'.

In his interview, Matt talks about the anxiety he experiences when having to speak in front of other people: 'I think, having an audience really, feeling a little bit nervous that there is

an audience'. He then explains the advantage of Elluminate tutorials: 'I think perhaps compared to the face-to-face, it's a little better because, er, there's a degree of anonymity, hmm so, yeah, I'd say it is probably considerably better than face-to-face, at least from my experience'.

As regards cognitive strategies, Matt practises difficult French sounds to familiarise himself with them when his microphone is off. He also draws on his background knowledge of French sounds to guess unknown words and uses avoidance strategies to pronounce difficult words. He would like to have more emphasis put on the IPA in the course materials, confirmed by his enjoyment in the Phonemic Chart reading exercise when producing his TAP. Other cognitive strategies consist mainly of drilling words, guessing the pronunciation and using the learning tool he has been given: 'Check the Phonemic Chart for 'k' sound'. He also compares the phonemic script to something he knows: 'That's a funny looking letter, it's almost like a 'y' with a half-finished tail', as well as to words he has heard before, such as when he compares a French word to his friend's surname.

Matt then mentions a few cognitive strategies that he prefers to apply when at home, including the self-access feedback he can get from the Phonemic Chart: 'It is the perfect medium to improve accent and pronunciation without having to rely on somebody else to tell you how to do it correctly, in a sense, that's OK, but in a way to work it out for yourself is often the best way'. He now uses the chart along with lists of words: 'I actually have some written list with, you know the phonetic symbols, and some example words, so for me it was really answering a call for something that I thought would be useful, and it is so simple to use. I can just pop it up and you know, in a matter of seconds, clarify how to pronounce a word properly'.

During the tutorials, Matt takes notes and revisits them afterwards, a valuable cognitive strategy, although he does not think of it as such: 'No strategies really, just really looking up words in one's own time and getting the pronunciation right'. He then gives the reason why pronunciation is difficult to attend to during the tutorials: 'As I said before, I think that everybody who attends the tutorial is somewhat self-conscious and perhaps a little nervous so often the fine detail is perhaps, it's not possible perhaps to look at things in detail'. He also makes use of the phonetic alphabet for difficult words: 'What I do now as well, I also write the phonetic symbols next to a word I find tricky'.

Matt uses affective strategies in the form of self-motivating talk to lower his anxiety: 'I think this will work because I can access both, er, both files'. He also uses metacognitive strategies when he plans his learning: 'I'm just getting myself organised on my computer and I have my chart next to the words, hmm, let me just scroll down to make sure' and evaluates both the instrument and his own performance: 'Thank you very much er, for your interesting language learning and the excellent Phonemic Chart which I am going to send immediately to a fellow French student which I am sure he will find very useful' and 'maybe it's not so smooth, (laugh) but at least it's quite good fun'.

Matt has not experienced difficulties when using the VLE but he 'could do with more practice'. He thinks that pronunciation learning on Elluminate is about the same as in face-to-face tutorials, confirmed by his score of 20 on the VLE scale which shows that he neither agrees nor disagrees with the usefulness of Elluminate to learn pronunciation (median 21). However, he thinks that seeing his teacher demonstrate is better in face-to-face mode because 'they are standing in front of you'. He states that 'being familiar with the phonetic alphabet' is most useful when learning pronunciation but he 'does not get this resource on Elluminate and would like it to be introduced'. As in the case of Ron and

Sally, he stresses the need for feedback as 'this is always helpful, because the correct version can then be repeated and assimilated immediately'.

He states another advantage, the use of technology such as moving diagrams of cross-sections of the mouth: 'Even if you see somebody speaking, if you see them very clearly you can't see what is going on from the inside of their mouth which is as you'll know is really where the action with regards to shaping sounds is'. However, the overall experience on Elluminate is not the best in terms of social dimension: 'If I were to socialise, I would like to do so in person I think really, so yeah, there isn't anything really about the Elluminate tutorials that I find that attractive at the moment'.

Furthermore, Matt shows an awareness of his preferred learning style impacting on his learning medium of choice: 'I am quite happy to spend that time myself and er, with the learning tools and technology that is available to me'. The lack of feedback for distance learners does not seem to be an issue for Matt who is very much suited to distance setting as he shows autonomy and is in charge of his learning.

Finally, Matt has one criticism about pronunciation on the L192 course, and one suggestion: 'As a distance learner, you know, er, one takes what one needs really and so, absolutely no criticisms but [...] if you were to have a phonemic table added as a learning tool perhaps on the, you know, the home page of the course, that would be extremely useful'.

Matt's case is interesting on several grounds: He does not find pronunciation difficult and yet he obtained middle-of-the-range results in his segmental score and a very low suprasegmental score on the same task. His FLA level is around the median of 46 but he sometimes displays moments of anxiety in his TAP.

His case study also revealed interesting facts about one of the learning environments investigated in this study. Out of the three participants, Matt is the one who likes the context of practising on his own the most, as revealed by his enjoyment of the TAP activity and the strategies he mentions in his interview. The lack of feedback when learning solo is not a problem as he views the Phonemic Chart as a self-access feedback tool and he 'digests' tutorial activities when on his own by reading his notes. Again, he mentions the presence of other people stopping him from assimilating what is learned during the tutorials. Matt is thus a distance learner who chose this learning environment for the very reason that it suits his personality best and the data yielded by his participation in all instruments support this.

Sally (low to middle proficiency level)

Sally is a distance learner in her seventies. Her mother tongue is English and she does not speak any other language apart from French which she studied 50 years ago for one year. She has therefore had very little, if no experience of learning a foreign language before.

She scored 40/50 in the reading activity, placing her in the middle-of-the range ability level (15th on the scale) as the median was 37. She obtained 2.042 for her speech rate mark, a suprasegmental measure looking at the speed at which locutors speak. This is somewhat slow and places her in ninth position on the scale (25th being the fastest). She achieved similar results in her speech rate as in her pronunciation of the French 'r'.

Sally puts pronunciation after grammar in terms of difficulty, followed by vocabulary learning, as opposed to Ron who places it first, and Matt who places it last. She always feels anxious and embarrassed when she has to speak French in the classroom and never feels relaxed. However, on the FLA scale, she scored 47 (median 46), which did not particularly indicate a high level of FLA and slightly less than Matt.

In her TAP, Sally sometimes displays a level of FLA when she sighs a few times and uses onomatopoeias such as ‘oh, eh?’ She also states that ‘she is not sure’ and is quite negative about her own performance: ‘Anyway, let’s hope we’ve got it right’, typical of anxious learners making excuses for their perceived ‘failings’. She uses affective strategies as Ron and Matt do but hers are in the form of self-motivating talk to lower her anxiety: ‘The first one doesn’t look very difficult’.

In her interview, Sally talks about her anxiety in having to build sentences quickly when speaking and states: ‘Yes, that’s probably the only thing that worries me’. She thus prefers to speak to a limited audience: ‘What I enjoy most is when we are split into the smaller groups and we can talk amongst ourselves on a given subject’. However, she seems to contradict this a little later when asked if the absence of visuals helped her to relax: ‘Oh! Right, no, it does not bother me actually. It may have done when I was younger but I don’t bother about that. It won’t make any difference’. This apparent contradiction could perhaps be explained by the fact that she mentioned this in relation to face-to-face tutorials where she does not mind what other learners think of her language skills. On Elluminate, she might just like working in pairs as she would in a classroom. She then explains about the actual source of her anxiety: ‘Er, to be honest, the only thing that worried me when I started was the technicality of it, because, you know, I had never used a system like that before [...], I didn’t have any anxieties after that’.

Turning now to cognitive strategies, Sally looks for associations between the sounds of a new word and a word she already knows. She also listens attentively to the music of the language that she can hear from her teacher and other students. Other cognitive strategies consist mainly of drilling words, guessing the pronunciation, using the learning tool she has been given (the Phonemic Chart) and comparing the alien-looking phonemic script to

something she knows: 'That's like a backward, ah, I see, a backward 's''. She also uses avoidance strategies so as not to have to pronounce unknown words.

Sally uses metacognitive strategies when she plans her learning: 'I need to look at the blue as well, to, to use the chart properly so, let's have a listen to that' and evaluates both the instrument and her own performance: 'I don't see what help this chart is gonna be? Probably means I haven't got the hang of it'. She then understands how to use it: 'Oh I see the bits in, wait a minute, ... oh, that's... there's writing in blue at the side which is meant to help, yeah?' and proceeds to go back to evaluate her previous answer in the light of this new understanding: 'Yeah so 'giclée' would have been right, yeah, that looks OK'. Sally then returns to learning strategies when she is on her own: 'I do practise at home and what I do, I read aloud, if I am on my own'.

She has not experienced difficulties when using the VLE but she thinks that pronunciation learning on Elluminate is more difficult than in face-to-face tutorials, confirmed by her score of 25 on the VLE scale which shows that she tends to disagree with the usefulness of Elluminate to learn pronunciation (median 21). She states that 'time can be lost in the lesson by people joining the session late and also with technical problems'.

Furthermore, Sally shows an awareness of her preferred learning style impacting on her learning medium of choice: 'I don't think it is all that important to be able to actually see the tutor's mouth to be honest, because I go more by ear, [...] I much prefer just to hear somebody saying it and then I could mimic it'. In the same vein, she states that seeing a cross-section of a mouth on the whiteboard would not actually help her.

Sally enjoys learning pronunciation during the tutorials because she 'has no other opportunity to find out if [her] pronunciation is correct'. She thus highlights, as in the case of the other two participants, her need for feedback which is more difficult to obtain when

learning at a distance as she cannot see her teacher. She confirms this in her answers to Q18, 19 and 21 as she states: 'Correction is all-important, whether it is on-line or face-to-face'. She adds: 'Sometimes reception is not ideal and the finer points of pronunciation can be missed'.

She also talks about the lack of feedback when learning at home: 'I mean I can practise aloud at home but I don't know, there is nothing to tell me, unless I am listening to something through my headphones; there is nothing to tell me whether I am pronouncing correctly [...] of course, I might be totally wrong the way I pronounce everything, wrongly (laughs) for all I know'.

Studying on one's own is Sally's preferred mode of learning, so like Matt, she is very suited to the distance setting: 'I have learned more from, following on with the CD and mimicking what's coming through the headphones, I think that would be most useful. She goes on to explain: 'It is because it isn't a one-to-one in face-to-face so you get, you know, there is limited time for you, yourself, whereas when you do it at home on your own, you know, there's only you to worry about'. When mentioning that her preferred medium does mean a lack of feedback, Sally rationalises this by saying: 'Well, you just have to go with your own ears, what you can hear, don't you, I mean this will work if you've got reasonably good ears'.

Finally, when Sally talks about her lack of time to devote to pronunciation and that she wants to go back to the course material at a later time to address this, she is asked whether pronunciation always seems to take a back seat and she replies: 'Hmm, yes I suppose, I suppose that would sum it up, yeah, which is a shame isn't it?'

Again, Sally is an interesting case as she does not display high levels of FLA in the questionnaire scale but talks about her constant anxiety during tutorials in the interview,

showing the impact of the VLE on emotions in her case. This could be explained by the fact that her FLA is not necessarily due to her pronunciation and foreign accent but to her lack of ability to think on her feet when called upon to speak French, particularly when she wants to be grammatically accurate.

Sally uses affective strategies to address her moments of anxiety, and avoidance strategies when she does not know how to pronounce certain words. Her affective strategies were mentioned in the interview and became evident in her TAP on several occasions showing again the usefulness of triangulating data.

The lack of visuals and feedback in the VLE do not bother her as she chose to study a distance learning course and a good tutor would make up for these disadvantages. Like Matt, learning on her own is her preferred environment which is particularly suited to the distance learning context.

Finally, Sally's case is also interesting from a methodological point of view. In terms of using various methods of data gathering, the interview was very useful to clear up the issue of FLA in her TAP. She explained in her interview 'Well that was just, I was quite worried about not, you know, not being able to complete your task for you, rather than pronouncing these words, do you see what I mean?' Indeed, telling us that she was worried helped to explain that she wished to do the task well for the researcher and that the occurrences of anxiety in her TAP were not all evidence of FLA.

Case Studies Conclusion

The three case studies gathered information yielded from various instruments and threw a different light on some aspects of the data. For instance, neither Ron nor Sally had high levels of FLA in their questionnaire but seemed more comfortable talking about their anxiety in their interview. The same applied to Matt, although his level of FLA came up as

average. The case studies also showed the interrelationship between the three variables: the VLE and FLA both impacted on Ron's use of strategies and Sally and Matt's preferred choice of learning environment, i.e. on one's own as opposed to the VLE.

The TAPs showed at first-hand the strategies and emotions that all three participants experienced, useful data which would have been difficult to obtain otherwise. Moreover, the interviews yielded further explanations on the sort of anxiety that Ron and Sally had (test anxiety and general FLA caused by grammar issues rather than pronunciation respectively) and on the social aspects of learning together that Matt dislikes. The three case studies were thus instrumental in bringing together data from various sources and for comparing data from three participants who displayed various levels of pronunciation skills in their reading activity.

The next chapter discusses further the main themes which emerged from the findings from all the instruments used in the present study and evaluates the usefulness of each of these in obtaining different kinds of data.

Chapter Six: Discussion and Conclusion

The main conclusions drawn from the findings are shown below for each variable and under the common themes section. The methodology and research instruments are then evaluated in terms of effectiveness, and problems or limitations to the study are discussed, followed by implications for practitioners teaching distance learners and possible avenues for further investigation.

Discussion

This project explored learning pronunciation from three different perspectives: emotions and thoughts, strategies and the VLE. An analysis of the data enabled a comprehensive picture to emerge which has considerably added to our understanding of this complex phenomenon. The study was conducted with distance learners who study pronunciation outside the classroom, both on their own and online. It investigated a new learning environment which is relatively absent from previous research, and pronunciation, an under-researched sub-skill in language learning.

What emerged was that more than half the sample was happy with learning pronunciation on Elluminate and in solo mode, which is a positive outcome (60% declared that they enjoyed it and 20% said they sometimes did). The remainder of the sample (20%) was not, for various reasons: 1) the technology, either difficult to master, distracting from learning or with too many personal computer malfunctions; 2) the absence of individual feedback when learning at home or the sort of feedback available on Elluminate; 3) the lack of visuals and 4) sound problems. It may be surprising to find an altogether positive picture, but the negatives were largely to do with technical aspects (a fifth of all comments concerned technical difficulties). Learners' perception of Elluminate is likely to improve as versions get more sophisticated and reliable.

The quantitative data from the questionnaire showed that 62% experienced FLA during online tutorials (21.8% always felt anxious, 9.2% felt scared and 31% never felt relaxed), evidence of the importance of raising awareness among practitioners about learners' affect. Indeed, FLA featured in data from all the instruments, that is to say the qualitative comments in the questionnaire, the TAPs and the interviews, perhaps not so much in the number of comments or reactions but in their intensity. Some mixed findings resulted from those instruments, for instance, that the online environment helped the learners who did not like to speak in a conventional classroom setting. This is probably one reason why learning on one's own was also mentioned, an environment where a marked decrease in anxiety surpassed the disadvantage of a lack of feedback. For others, the fact that they could not see their interlocutor added to their anxiety.

FLA was experienced not so much when having to pronounce words in front of others, but more in terms of accurate performance. Dealing with uncertainty and the lack of feedback on pronunciation as a distance learner also frequently featured in the protocols. The TAPs thus put some meat on the questionnaire answers as FLA could be observed in action, not just as self-reported data. The interviews on the other hand, either confirmed the TAPs data on higher levels of FLA as in Matt's case when learning in front of others or Sally's 'having to think or her feet during tutorials' but also confirmed what had been reported in the questionnaire and the TAPs in Ron's case where he talked about his test anxiety. On the other hand, in Sally's and Matt's case, the questionnaire did not reveal FLA and therefore confirmed the need for follow-up qualitative tools to probe more deeply.

Other types of emotions were also displayed in both quantitative data and open-ended responses, some of them positive such as excitement (39.1%), contentment resulting from positive self-evaluation of their performance (72.4%) and appreciation of the Phonemic Chart as a useful learning tool. Some of the participants showed negative emotions such as

great frustration, either with the chart or with the online environment itself, embarrassment (37.9%) and lack of motivation resulting from time-wasting in online tutorials, all of which could be usefully explored in a follow-up study.

In terms of learning strategies, two out of three participants had some idea of what strategies were available to them. 53.7% of the comments were about cognitive strategies, whereas 14.7% were about affective ones. Given that 62% displayed some form of FLA, practitioners could perhaps help their learners to apply affective strategies in order to lower their anxiety and embarrassment during tutorials. In terms of strategies that could be observed in the present study, participants used a variety of different cognitive strategies to help them complete the TAP activity such as drilling, deduction of known pronunciation rules, transfer of previous knowledge and avoidance. Some of these were similar to Peterson's findings on strategy use (2000, pp. 26-27). Affective strategies in the form of self-encouragement and meta-cognitive strategies, such as resourcing help, organising one's learning and self-evaluation, were also used but to a lesser degree. Metacognitive strategies were only noticeable when participants evaluated their performance, either to reassure themselves as perhaps an unconscious affective strategy or because there was no teacher feedback available to them. They also organised their learning, particularly when attending an Elluminate tutorial, like, for instance, Matt who displayed all his books and study materials around him if he needed to refer to them during the tutorial. The TAPs thus yielded extremely useful data on a wealth of information which would not have been possible to obtain through a different instrument, as the data reflected what actually happens when students learn on their own.

As this study investigated the two learning environments in which distance language learners find themselves there was evidence that both FLA and learning strategies differed

in these two contexts (solo mode via CALL and group learning via CMC). The table below shows the main differences of the occurrence of these two variables in both contexts:

Table 12 - Differences in FLA and strategies in two learning environments

Variable	Elluminate Tutorials	Learning in Solo Mode
How FLA manifested itself	<p>Technology exacerbated FLA for some</p> <p>Not being able to see people, also seen as positive for others who could ‘hide’</p> <p>Feeling of competition with other learner added to anxiety</p> <p>Having to speak in front of an audience</p> <p>Fear of being assessed by the tutor</p>	<p>Being alone when confronted with a difficult activity</p> <p>Having to deal with tolerance of ambiguity when not sure if pronunciation was correct (whereas online environment would give you instant feedback)</p> <p>Feeling more comfortable on your own (only you to worry about)</p>
Learning Strategies used in different learning environments	<p>More affective strategies needed (taking a deep breath before speaking, practising when mike is off). Trying to overcome shyness by meeting more people online before tutorials</p> <p>Cognitive strategies: Listening to the teacher’s intonation, asking them to repeat and obtaining feedback, using available visuals (whiteboard, chat box)</p> <p>Metacognitive strategies: Being aware of preferred learning style, visual or auditory</p>	<p>Affective strategies: self-encouragement</p> <p>Cognitive strategies: Using imagery, deduction, connections to previous knowledge, reviewing notes, listening to CDs (drill and kill), learning the IPA</p> <p>Problem: no individual feedback, only self-access feedback (corrigés or Phonemic Chart)</p> <p>Metacognitive: Having time to prepare learning session and self-evaluating, but difficulty finding sources to check pronunciation on your own</p>

With regard to participants’ perception of the VLE, 78.2% enjoyed using it and 69% did not find it difficult to use in general, which is another positive outcome of the present study. However, although nearly 80% felt positive about Elluminate, they still preferred learning pronunciation face-to-face and there were very mixed emotions towards the VLE

in other respondents' replies to the questionnaire and in the interviews. These inconsistencies may reflect unstable opinions among students. Some participants mentioned that they preferred practising pronunciation on their own as they did not have to worry about other people or the technology. In the open-ended responses, the negative emotions towards the VLE outnumbered by far the positive points that were mentioned, possibly because those who were happy with the VLE (more than half the sample) did not find it necessary to elaborate. In the negative comments, the technological difficulties preventing them learning pronunciation comfortably and a marked preference for face-to-face interaction were all mentioned. Hampel (2003) found in her evaluation of Lyceum (an online software package used by the OU between 1999 and 2006 to teach distance language learners) that one of the major issues impacting on the learners was technical difficulties such as disconnection and sound problems. She also found that shy students were less likely to participate. Ko also mentioned how 'frustrated and dissatisfied' learners can feel and pointed out 'the adverse influences of technology problems on students' learning outcomes' (2012, p71). In their review of the learner-context interface in distance language learning studies, Hampel and de los Arcos mention that 'some learners did not like the use of technology in itself, further emphasising the affective component of learning' (2013, p172). They add in the same study that many students wanted more feedback, an issue also discussed below, under 'Common Themes'.

In terms of instruments used in this study and how useful they were, the questionnaire yielded extremely valuable quantitative data which enabled us to gain an overview of the 'big picture' with regard to the three variables. Some of the responses relating to face-to-face tutorials were useful to contextualise responses about online tutorials and how those could perhaps be adapted to emulate face-to-face tutorials and thus go some way towards meeting the needs of students who felt negatively about the VLE.

The reading activity was instrumental in placing participants on the phonological scale and worked well in achieving this. On the other hand, there were four TAPs participants out of nine who did not understand what to do despite the recorded demonstration and comprehensive instructions on how to complete a TAP. However, the five remaining ones yielded very valuable data, not only on emotions and strategies but also on how well the Phonemic Chart worked as a distance learning tool for pronunciation learning. One participant liked it so much that he asked permission to send it to a fellow learner and suggested it be included in the OU learning materials sent to the students.

The interviews were instrumental in building material for the case studies as they were semi-structured and yielded data of a more individual nature. For instance, only the interviews allowed us to explore which learning context the participants preferred (online or solo) to practise pronunciation and the reason for their choice. The questionnaire looked mainly at the VLE and the activities students carried out online. The purpose of the TAPs was to examine how participants coped when learning the pronunciation of new words on their own, and the interviews delved further into issues that came up in both learning contexts. All instruments were therefore complementary in the exploration of the learning of pronunciation outside the classroom.

In terms of the results gathered to address the fourth research question, the phonological outcomes scale proved useful on two counts: sampling for further instruments and the correlation between the three variables and phonological attainment. No correlation was found between pronunciation outcomes and the three variables when the group was taken as a whole. Again, no correlation was found for participants who achieved low scores on the phonological scale when the group was split between low and high scorers on that scale. However, a significant correlation was found between respondents who displayed low FLA and who had good pronunciation ($r = .590$, $n = 14$, $p = 0.026$). In other words, low

levels of FLA help to explain 35% of the variance in the participants' high phonological scores. This is an exciting result as it gives another dimension to what was primarily an exploratory study.

Common Themes

The lack of visual cues was a theme which emerged from both the qualitative answers in the questionnaire and the interviews. This issue has been reported in other studies on CMC, for instance, Baralt and Gurzynski-Weiss who reported that 'the lack of visual cues made communication difficult at times in CMC and less personal' (2011, p215) and Shephard and Knightbridge who contend that 'eye contact is a key element of instructional immediacy in a distance online context' (2012, p233). Hampel (2006) also indicated that a lack of visual cues in CMC could cause FLA and lower motivation. On the other hand, Kötter, Shield and Stevens (1999) found in their pilot studies assessing the benefits of online courses that the absence of visual cues was very relevant to the learners' experience but that it also had a positive effect as it forced students to focus on what was being said. It also helped some learners to feel more relaxed and speak with more confidence, as they could not see the other learners when interacting online.

The other main theme emerging from the data was feedback, either the absence of it, or the sort of feedback available in both learning contexts, in solo mode and on Elluminate. In numerical terms, 88.5% of the participants wanted immediate feedback from their teacher and 58% thought that feedback was more immediate and better done on Elluminate. Some participants coped very well with general feedback given in the course materials, whilst others preferred the more individual feedback on Elluminate. However, some participants still thought that the face-to-face environment provided more useful feedback in terms of visuals, as they could see the teacher's mouth and lips and thus mimic his/her place and manner of articulation of difficult phonemes. Baralt and Gurzynski-Weiss (2011) also

looked at the amount and the sort of feedback (some of it being on pronunciation) that could be given through CMC, thus confirming this to be a relevant issue when exploring the effect of the VLE on pronunciation learning. Shephard and Knightbridge, quoting Edberg *et al.* (2002) agree with the idea of ‘tightening the teacher-student feedback loop in the new environment’ (2012, p224) as an important requirement. Thomson talks about the role of feedback when using High Variability Phonetic Training (HVPT), which is the training of learners to perceive sounds produced by several people in various phonetic environments. He states that ‘when learners are given immediate feedback on whether their response is correct or not, more learning occurs’ (2012, p1235). However, Edberg *et al.* (2002) also add that ‘for this research area to gain momentum, some exploratory work is needed’ (Shephard and Knightbridge, 2012, p224). Although the present study was not investigating the issue of feedback, it kept on emerging from the data as an important variable. Interestingly, Sheen (2008) linked oral corrective feedback to an increase in learner’s anxiety. We could therefore ask ourselves whether the VLE, feedback and anxiety might somehow be interrelated, and this could be the object of further studies.

Contribution to Understanding the Learning of Pronunciation by Students in the VLE and on their Own

In their review of the learner-context interface in distance language learning studies, Hampel and de los Arcos mention that there are certain gaps in the research carried out in the OU’s Department of Languages, including the need for ‘a greater focus on what learners bring, e.g. in terms of individual attributes’ (2013, p174) and we would argue that this includes FLA and individual learning strategies. The present study has identified and explored various concepts relating to the learning of pronunciation outside the classroom. It has done so through a mixed-method research approach which made for a more robust triangulation of data, as suggested by Horwitz (2001; see also Benson, 2004). FLA was

confirmed as an essential variable to investigate in relation to the pronunciation of a foreign language. Various learning strategies were highlighted, particularly when students were practising on their own. Finally, although the VLE provoked strong reactions, these were not altogether negative and some advantages to the medium were mentioned by learners who had stated that they did not enjoy using Elluminate for pronunciation learning.

This study fills a gap in language learning research on several grounds. The acquisition of pronunciation of a second language has and continues to be under-researched. From a learner's point of view, good pronunciation is important as 'learners want to be understood' and 'intelligibility has been shown to influence how L2 speakers are perceived outside the language classroom' (Dlaska and Krekeler, 2013, p25; for a review of the intelligibility construct, see Munro, 2011; see also Hahn and Watts, 2011; Levis, 2011). This view was expressed by Sally and Matt in their interview. In terms of strategies, Peterson contends that 'very little about the connection between pronunciation and learning strategies is known so far' (2000, p19). Secondly, the learning environments highlighted in this research are relatively new, and the type of learners who took part, i.e. distance learners studying pronunciation in the VLE and on their own, are not, to the best of our knowledge, the object of any studies. Previous studies have covered some of the topics explored here, but not together and not in relation to pronunciation learning (see, among others, MacIntyre and Gregersen, 2012 and Horwitz, 2001 on FLA; Oxford, 2002 on strategies; Kenning, 2010 and Hampel, 2003 on the VLE). Some studies have covered two of the variables investigated in the present study together, for instance, studies with distance language learners have covered FLA and strategies but not dealt explicitly with pronunciation (Hurd, 2008, 2007a, 2007b; White, 2006; Hauck and Hurd, 2005). Studies with conventional classroom students have dealt with pronunciation learning but not in a

distance setting (Moyer, 2007, 2004; Flege, 2003; Flege *et al.*, 1995). Other studies have made the connection between learning strategies and pronunciation learning but not in an online environment (Sardegna, 2011; Perterson, 2000), or between strategies and an online learning environment (Hauck and Hampel, 2008). In addition, FLA as a variable has often been linked to the acquisition of speaking skills, but not with pronunciation as a sub-skill. Finally, this study provides a clear account of what strategies distance learners use when learning pronunciation outside the classroom, particularly when studying on their own.

Although OU Associate Lecturers are provided with full teaching resources, there is a degree of freedom as to how they choose to use the materials. It has always been left to the tutors to adapt the suggested exploitation of them to address learners' needs with regard to FLA or other issues their learners may have. This study has highlighted that Elluminate has many advantages for all learners for learning pronunciation as some prefer the anonymity it allows, its practicality and the opportunity it gives them to practise pronunciation and obtain immediate feedback. There was also a marked preference for tools which help learners to learn pronunciation on their own, which is not surprising given that some learners will have chosen to study a language at a distance because a conventional setting did not suit them. Language course designers would therefore do well to devise tools, exercises and activities which explicitly seek to help distance learners to practise pronunciation outside the classroom.

Limitations of this Study

There are aspects of the study described in this thesis that could be construed as limitations at different levels. First, issues around data collection: sampling for the questionnaire was carried out through self-selection as students were all invited to take part and could choose to send a reply or not. This could have resulted in unreliable data that was not representative of OU language learners across the board. However, a comparison of the

sample with figures in all OU regions showed that it was representative of both the entire L192 population and of other levels and languages, which means that, although self-selected, the sample was representative. Moreover, the consistency of the research outcomes with other studies investigating the same variables, albeit not in the same combination, underlined the robustness of the results.

Similarly, participants in subsequent phases such as the reading activity volunteered their participation. It could be argued that people who saw themselves as good speakers were among those who chose to record themselves. However, the results show that some of them were less able than they may have thought, as various levels of competency in the phonological outcomes were identified. In addition, people who suffered from high levels of FLA might have chosen not to take part for that very reason. However, an analysis of the data from the questionnaire revealed that a number of respondents who described themselves as anxious nevertheless took part in the reading activities.

The participants in the TAPs also chose to do so willingly. However, the TAPs that were selected for analysis were those that gave deep and meaningful data, as well as being at various levels of phonological competency as explained in Chapter Four. The use of TAPs is seen by some to be controversial. However, used in conjunction with other methods, it has great value as a research instrument for the variables that were investigated and in a context where it would have been difficult to get such valuable data using other methods.

Although a rationale was provided in the literature review for the choice of variables for the present study, Macdonald, Yule and Powers conclude that 'the wide range of different individual reactions should serve as a reminder that the individual learner may represent a more powerful variable than does the instructional setting in the acquisition of pronunciation' (1994, pp. 95-96). This was true before ICT was widely used in learning speaking skills, and may still be the case. The limitations to this study have therefore to be

acknowledged, but they do not detract from the value of the findings as they fill a gap in the body of literature in terms of the interplay between the chosen variables in their relationship to the learning of a particular skill in a specific setting.

Further Research Possibilities

Following the present study, research could take different directions. Although various emotions were explored to a limited degree in the data from the questionnaire and the TAPs, this study focused mainly on FLA. Coleman and Furnborough state that ‘of all the affective factors influencing success in all language learning, including distance language learning, motivation is perhaps the most significant’ (2010, p15). Motivation could have thus been chosen as an affective variable to be explored in relation to the other two variables. However, the present research investigated pronunciation learning, a sub-skill of speaking, so FLA was deemed more relevant here. Further studies could thus explore a potential link between these other aspects of affect and phonological skills. The interrelationships of FLA and motivation with regard to learning pronunciation in the VLE might also be a fruitful line of investigation.

Following Pae who mentions that ‘recently, research in FLA has extended to the examination of more language-skill-specific anxieties’ (2013, p232), it may be possible to develop such scales for sub-skills, including pronunciation, and investigate its relationship, if any, with general FLA and Horwitz *et al.*’s FLCAS. This new scale could be called a Foreign Language Pronunciation Anxiety Scale and would need to be tested for its validity and reliability. This would include taking account of the fact that in the VLE language teachers are not able to gauge their learners’ anxiety or other emotions through visual cues, and reflects the view of MacIntyre and Gregersen that, ‘given that the students’ apprehension can be ‘written all over their faces’, the ability of teachers to identify the non-verbal cues of anxious learners is a promising line of research’ (2012, p106).

In their discussion on the use of appropriate strategies when working with new online tools, Hampel and Stickler remark that in order to acquire new literacy skills, ‘explicit training in these strategies and coping mechanisms has to be provided’ but ‘more research is needed to identify the precise skills and strategies that can be taught to teachers and students in preparation for their online tutorials’ (2012, p135). Saito and van Poeteren (2012) investigate how teachers adapt their pronunciation features to facilitate their learners’ understanding in an L2 classroom. A possible further study would be to investigate how practitioners adopt similar pronunciation-specific adjustments strategies in the VLE. Although the present project investigated the strategies that learners use when learning pronunciation on their own and online, it would be useful to find out through an intervention study (a) whether these can be taught during tutorials or as part of the learning materials, (b) their most effective sequencing and (c) whether the application of these strategies would make a difference to learners’ phonological outcomes. In terms of learning, it would be interesting to establish a taxonomy of strategies for distance learners based on Peterson’s (2000) inventory of strategies related to pronunciation in a conventional classroom,.

In line with Trofimovich *et al.* who ‘have recently developed and validated an implicational framework for explaining systematic development of L2 phonology, focusing on the development of /ð/ in particular’ (Gatbonton *et al.*, 2011, p191), a similar implicational framework for the French /r/ and for various other difficult French phonemes could be developed as a topic for further studies. Moreover, following Eckman *et al.* (2013) who investigated the acquisition of L2 phonemic contrasts in the final stage of L2 phonological acquisition, a valuable follow-up study could explore the acquisition of the two allophones of /r/ in word-initial position and intermorphemic position, as the latter is often realised as an extended vowel sound when preceded by a vowel, as happens in

British English (long 'a' in 'parc', 'tard', 'Marcel' instead of pronouncing the /r/). It would also be interesting to describe what we would call phonemic hypercorrection of /r/ when English learners of French bring a rather harsh quality to this phoneme, akin to the pronunciation of 'ch' in 'Loch Ness'.

As feedback was a common theme emerging from the data, an investigation of a potential relationship between the VLE, feedback and anxiety could yield valuable results. Ernest *et al.* have also suggested investigating 'a tolerance of ambiguity, given the lack of access to participants' backchannel communication and in particular of visual cues' (2013, p48; see also Murphy, 2010). Although White (1999) has already looked at tolerance of ambiguity in distance learning, a study about the interaction between this concept, speaking skills and the VLE would be particularly pertinent as a follow-up to this study. In addition, there is another aspect of feedback which could be investigated in relation to pronunciation learning: the use of 'artificial intelligence in order to enhance the type of feedback provided to the student working alone online' (Blake, 2011, p24) which is currently known as iCALL or intelligent CALL.

Implications for Practitioners

For learners, the importance of being aware of affective issues in a new learning environment and how to deal with them cannot be underestimated. If learners are made aware by their tutor of these issues early on in the course, it might help them to cope better. The knowledge that the difficulties they are going through are quite normal and have been documented and researched might alleviate some of the anxiety they feel when approaching a learning task through new technologies.

Another important implication for both learners and practitioners is the new interactive Phonemic Chart which was developed for the TAP activity. Although it was not included

in the remake of the OU French Beginners' module, the inclusion of this chart in the pronunciation guide of a language course has been suggested by one of the participants in the study. This is another tool students can use when learning pronunciation outside the classroom and is already available on the Language Open Resources Online website (LORO), the OU's collection of resources to support language learning which all tutors can access. The scope of this open educational resource is quite substantial as it can be used at all proficiency levels and is widely available to a large number of practitioners and learners. Indeed, as stated in the Welcome from the Head of French, 'the French section includes 9 academics based in Milton Keynes and 14 based in the Open University regional and national offices, and a team of about 90 Associate Lecturers. Together we teach some 3,000 students every year' (Vialleton, 2014). Teachers can easily send the link (<http://loro.open.ac.uk/1460/>) to their learners, but this practical new tool is also available to non-OU students who can access LORO freely. Up until mid-January 2014, there had been 2,517 abstract page hits and 839 downloads so many practitioners and learners are using the chart. It is planned to make it into an app (mobile application) that will help an even greater number of learners of French.

White states that the research agenda developed as a consequence of e-learning is important 'to inform and guide pedagogical practice within rapidly evolving virtual learning environments' (2006, p249). Murphy *et al.* suggest that 'distance tutors have to provide students with a range of strategies that they can use to develop particular language skills, such as pronunciation' (2012, p409). The present study endeavoured to help language teachers to understand better new phenomena such as the interaction between the learning of a skill and affect in a new learning environment. Such knowledge should help them decide what strategies need passing on to their learners, and when to teach pronunciation to some of their highly anxious learners, i.e. during an online or a face-to-

face tutorial. Teachers should also be aware that some learners might also prefer to learn pronunciation on their own, as highlighted in Chapter Four.

As distance students learn in at least two environments, teachers need to make them aware of the nature and importance of teacher feedback in each mode so that they can use both appropriately, e.g., implicit feedback being available when learners listen to the course materials and when using the chart.

The findings in the present study have already influenced my own practice as I acquired a greater awareness of the psycholinguistic aspects of pronunciation acquisition in an online environment such as the use of visuals combined with auditory input (Moyer, 2004). The qualitative comments from the questionnaire and the interviews have helped me to understand better the context in which my teaching took place. They have also made me more aware of affective strategies to lower learners' anxiety levels in online and in face-to-face tutorials and the various factors impacting on learners' pronunciation acquisition in an online learning environment (affect, strategies, the environment itself). Finally, participants' positive comments about Elluminate have helped me re-examine my own values in relation to the distance learning environment, as using the VLE to learn pronunciation was not found to be a negative pedagogical move in L2 learning.

On a very practical point, Continuous Professional Development sessions on teaching and learning pronunciation which were partly based on findings from this study have already been organised and delivered face-to-face to three OU regions (Manchester, Birmingham and Nottingham). More staff development sessions have been organised online and have been delivered nationally to raise awareness of FLA and pronunciation learning strategies. These have been carried out with a community of part-time tutors at the OU who teach several thousand students of languages. This study did not just concern teachers of French

as other languages were represented, namely, Spanish, German, Italian, Welsh and Chinese. Various pronunciation tasks and teaching ideas on both pronunciation and strategies were given during those sessions to help teachers cater for learners' preferences, i.e. for those who showed more anxiety when speaking in the VLE. For instance, suggestions were given on how to use the Phonemic Chart to help students in solo mode, as well as ideas on how to explain particular pronunciation rules using the whiteboard in Elluminate (e.g. grapheme 'e' with all its diacritics). In order to deal with affective issues, suggestions on how to deal with recurrent pronunciation mistakes and the kind of feedback that should be given were explored, taking into account learners' anxiety (e.g. use of tongue twisters with problematic phonemes to encourage laughter and lower anxiety). As respondents to the questionnaire mentioned the use of breakout rooms in Elluminate, suggestions were also given on how to use this feature to practise lists of words in pairs or small groups or to give individual feedback privately. Some of the strategies and teaching ideas in these staff development sessions therefore stem directly from the findings from the various instruments used in the research and thus reinforce the relevance of the present study to professional practice.

Another implication is that language course writers might wish to include the teaching of strategies to cope with a new learning environment in their course materials, as suggested by Cohen: 'Strategy instruction needs to be integrated into language instruction so that learners are provided with an opportunity to enhance their language learning experiences' (2012, p147). These could include affective and cognitive strategies to prepare learners for online tutorials, and affective and metacognitive to cope with isolation when learning on one's own (see Cohen, 2012, p148 for increased use of metacognitive strategies when learning independently). However, as Murphy points out, strategies are better applied when

integrated into the course materials: 'the design of learning activities has to balance the demands of both language and strategy practice' (2008, p312).

In conclusion, the present study achieved its aims on several grounds. First, the mixed-methods approach generated rich data from different sources which made for robust triangulation. Second, the use of TAPs was original and relevant to the sample and the variables being investigated. It offered a unique contribution to the field in the form of an investigation of the learning of pronunciation in the distance context from different perspectives. Third, the research questions were prompted directly by the changing learning environment for distance language learners, clearly linking this study to current educational practice. Indeed, this research had a direct application in the design of part of a course to meet the needs of distance learners: following a preliminary analysis of the results, some of the findings were applied to the writing of the online pronunciation manual for the new edition of the beginners French module L192, including some strategies to improve the learning of pronunciation in the VLE.

Through an exploratory investigation, this study sought to deepen our understanding of learners' emotions and thoughts, their learning strategies and the experience of learning pronunciation at a distance. As technology continues to undergo rapid change, so do pedagogical applications to language learning. The findings from the present study offer an invaluable resource for providing insights into what it is like to learn pronunciation outside the classroom, and what learners do to cope affectively and cognitively with a challenging sub-skill in a learning environment fast becoming the norm in language learning.

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Appendices

Appendix 1: Invitation and Information Sheet for Interested Participants

Project Title

Learning Pronunciation Using a Web-conferencing System - A Sound Pedagogical Experience?

This is an exploratory study of how students feel/what they think about learning pronunciation online, without the teacher's physical presence. The study touches on elements such as language learning anxiety, the learning context and learning strategies relating to pronunciation.

I am sending you this formal invitation to take part in the study, as you are following L192 Beginners French this year. The study is being conducted by one of our Associate Lecturers on L192, Daniel Bosmans, as part of his Doctorate in Education (EdD). I set out below some further background to the study and also what participation will involve for you. If you have any queries about any of the information provided here, please feel free to get in touch with me (Dr Stella Hurd) at m.s.hurd@open.ac.uk

Giving your Consent

A Consent Form is included with this email as a separate attachment. If, after reading all the information on this Information Sheet, you would like to go ahead and be part of this project, please insert your name, the date, your preferred contact phone number and e-mail address, and your OU Computer Username (OUCU) on the Consent Form and return it to Daniel Bosmans at d.bosmans@open.ac.uk.

Further Details of the Study

This study will involve half the cohort of L192 students across all the regions of the University. The data-gathering phase of the study will end in October 2011. The study will have four stages:

- 1) a questionnaire (20-30 minutes to complete)
- 2) a recorded reading-out-loud task to help Daniel identify problems with French pronunciation (10 minutes to complete)
- 3) think-aloud verbal protocols where volunteers will be invited to record their thoughts and emotions whilst completing a 10-minute pronunciation activity
- 4) short interviews on Elluminate (15-20 minutes)

The questionnaire will have a section at the end where you can indicate whether you will be willing to be contacted to take part in some or all of the above activities 2-4. Only a small number of questionnaire respondents will be contacted to take part in these activities. This will not commit you in any way, and you will still be able to opt out if you later change your mind. The results of the analyses of all data obtained throughout the study will be written up and presented as Daniel's final EdD thesis, somewhere towards the end of 2013.

We hope that you will want to be part of this exciting project, but would also like to reassure you that if you do decide to take part and then change your mind, you can withdraw at any point simply by e-mailing me. At that point, all your data will be completely removed and you will not be included in any of the statistics provided in any of the study reports. The Open University Data Protection Code of Practice (available at <http://intranet.open.ac.uk/planning/dp/p5.shtml>) will be followed at all times to ensure confidentiality and

ethical practice. Two months from completion of the EdD, all your personal details will be removed entirely from the researcher's computer.

Benefits to you of Participating in this Study

The study is investigating a very important and so far relatively unresearched area. We hope that by taking part you will also derive some benefits through having the opportunity to focus on your pronunciation learning strategies and on your thoughts and emotions about Elluminate sessions. Additionally, by participating in a reading activity, a think-aloud protocol and an interview, you will have the opportunity for extra practice in preparation for the next level if you are planning to carry on with your French studies.

Dr Stella Hurd

Appendix 2: Consent Form

Learning Pronunciation Using a Web-conferencing System - A Sound Pedagogical Experience?

If you are willing to take part in this research project please tick the box, complete the details below and return the signed form. At any time during the project you are free to withdraw and to request the destruction of any data that have been supplied by you, up to the point at which data are combined for analysis.

The results of any research project involving Open University student constitute personal data under the Data Protection Act. They will be kept secure and not released to any third party. All data will be destroyed once the project is complete.

☐ I am willing to take part in this research, and I give my permission for the data collected to be used in an anonymous form in any written reports, presentations and published papers relating to this study.

Signing this form indicates that you understand the purpose of the research, as explained in the relevant *Information Sheet for Interested Participants*, and accept the conditions for handling the data you provide.

Please include full details of your preferred telephone number and preferred email address:

Name:

(please print)

OU Computer Username:

Signed: (your typed name will suffice if returning this electronically)

Date:

Please return completed form to Daniel Bosmans on d.bosmans@open.ac.uk.

Appendix 3: Teaching Pronunciation Online Questionnaire

Thank you for taking part in this research project. The purpose of this questionnaire is to find out what you find difficult in French pronunciation and how you feel about learning pronunciation online. If you encounter any problems completing the questionnaire online, please email: IET-Surveys@open.ac.uk.

Data Protection Information. The data you provide will be used for research and quality improvement purposes and the raw data will be seen and processed only by The Open University staff and its agents. This project is administered under the OU's general data protection policy guidelines.

Section 1: Background Information on Pronunciation

This is to find out what you know and what you find difficult in French pronunciation.

q1a - What is your first language?

q1b - What other language(s) do you speak?

q1c - Before embarking on L192, had you ever studied French before?

- ☐ Yes (1)
☐ No (2)

q1d - How many years ago did you study French?

q2 - How many years did you study French for?

q3 - If applicable, how many minutes do you devote to pronunciation in your ONLINE tutorials?

q4 - If applicable, how many minutes do you devote to pronunciation in your FACE-TO-FACE tutorials?

q5 - Do you enjoy learning French pronunciation during online tutorials?

- ☐ Yes (1)
☐ No (2)
☐ Sometimes (3)

q6 - Please give reasons for your answer to the previous question:

q7 - Does your French teacher use mainly English or French during Elluminate tutorials?

- ☐ Mainly French (1)
- ☐ 50/50 (2)
- ☐ Mainly English (3)

q8 - Which of the following aspects of learning French do you find the most difficult?

(Please rank the items from 1 to 3, '1' being the most difficult, either by dragging and dropping the word across or by using the arrows)

- Grammar (1)
- Pronunciation (2)
- Vocabulary (3)

q9 - Please indicate the level of ease or difficulty you have in pronouncing these words.

(Please select one for each row)

	Very easy (1)	Quite easy (2)	Quite difficult (3)	Very difficult (4)
'É' in giclée (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
'LL' in maquille (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
'GN' in poignard (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
'OI' in guingois (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
'UN' in chacun (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
'R' in fereux (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
'U' in museau (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
'H' in houblon (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
'EN' in embruns (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
'ON' in caleçon (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The next two questions are about the stress on syllables and words in French. Please attempt an answer even if you don't know. Don't worry; it doesn't matter if you get it wrong.

q10 - Which syllable would you stress in the following words?

Please type the stressed syllable in the corresponding text box.

(e.g. The stressed syllable in 'Japan' is 'pan', you would therefore type 'pan' in the text box)

Anti-inflammatoire (1)

La Jamaïque (2)

Photographie (3)

Machine (4)

Attention (5)

q11 - Which word(s) would you stress in the following sentences?

Please type the stressed word(s) in each sentence in the corresponding text box.

C'est moi qui l'ai fait. (1)

Vous êtes certain? (2)

D'où venez-vous? (3)

Je mange une tranche de gâteau. (4)

Section 2: Thoughts and Feelings about Learning Pronunciation online

This is to find out how you feel when learning pronunciation during your tutorials on Elluminate.

q12 - Would you describe yourself as someone...

- ☐ shy? (1)
- ☐ extrovert? (2)
- ☐ Prefer not to say (3)

q13 - When you are in your virtual class and you have to speak French, how do you feel?

(Please select one for each row)

	Always (1)	Sometimes (2)	Very occasionally (3)	Never (4)	Not applicable (5)
Anxious (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Confident (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discouraged (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Always (1)	Sometimes (2)	Very occasionally (3)	Never (4)	Not applicable (5)
Embarrassed (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Excited (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Relaxed (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Satisfied/Pleased (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Scared (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

q14 - Please select one answer for each statement:

	Strongly agree (1)	Agree (2)	Neither agree nor disagree (3)	Disagree (4)	Strongly disagree (5)	Not applicable (6)
I never feel quite sure of my pronunciation when I am speaking in online tutorials. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I don't worry about making pronunciation mistakes in online tutorials as no one can see me. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I start to panic when I have to speak without preparation in online tutorials. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In online tutorials, I can get so nervous I forget how to pronounce words that I know. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It embarrasses me to volunteer answers in online tutorials so I don't click on the hand icon. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would not be nervous speaking French with native speakers. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel confident when I speak during online tutorials. (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am afraid that my French teacher will correct every	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Strongly agree (1)	Agree (2)	Neither agree nor disagree (3)	Disagree (4)	Strongly disagree (5)	Not applicable (6)
pronunciation mistake I make. (8)						
I can feel my heart pounding when I'm the next one to be called on to speak in online tutorials. (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I always feel that the other students pronounce French better than I do. (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel very self-conscious about speaking French when all the other students can hear me. (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I get confused by everything I need to look at on the whiteboard when speaking online. (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel overwhelmed by the number of pronunciation rules you have to learn to speak French. (13)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I always imagine that the other students laugh at my accent when I speak French. (14)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Section 3: Using Elluminate as a Software Tool

q15a - Are you having problems using Elluminate for online tutorials?

- ☐ Yes (1)
☐ No (2)

q15b - Please explain the problems you are having:

q16 - How comfortable do you feel using the Elluminate software?

- ☐ Very comfortable (1)
- ☐ I could do with more practice (2)
- ☐ It is fine for what I need to do with it (3)
- ☐ I feel stressed out using it (4)
- ☐ Not applicable (5)
- ☐ Other - please specify: (6) _____ [Other]

q17 - Do you think that, compared to face-to-face, learning pronunciation on Elluminate is:

- ☐ easier? (1)
- ☐ more difficult? (2)
- ☐ about the same? (3)
- ☐ Not applicable (4)

q18a - When learning pronunciation what do you find useful?

(Please select all that apply)

- ☐ Seeing your teacher demonstrate and explain (1)
- ☐ Being able to see your teacher's mouth (2)
- ☐ Being familiar with the phonetic alphabet (symbols or sounds) (3)
- ☐ Seeing a drawing of lips and tongue for each sound (4)
- ☐ Immediate feedback from your teacher (5)
- ☐ Drilling the sounds (repeating the sounds/words again and again) (6)
- ☐ Other - please specify: (7) _____ [Other]

q18b - Which do you find most useful?

- ☐ Seeing your teacher demonstrate and explain (1)
- ☐ Being able to see your teacher's mouth (2)
- ☐ Being familiar with the phonetic alphabet (symbols of sounds) (3)
- ☐ Seeing a drawing of lips and tongue for each sound (4)
- ☐ Immediate feedback from your teacher (5)
- ☐ Drilling the sounds (repeating the sounds/words again and again) (6)
- ☐ Other (7)

q19a - Which of these activities do you think is better done on Elluminate?

(Please select UP TO THREE answers)

- ☐ Seeing your teacher demonstrate and explain (1)
- ☐ Being able to see your teacher's mouth (2)
- ☐ Being familiar with the phonetic alphabet (symbols of sounds) (3)
- ☐ Seeing a drawing of lips and tongue for each sound (4)
- ☐ Immediate feedback from your teacher (5)
- ☐ Drilling the sounds (repeating the sounds/words again) (6)
- ☐ Other - please specify: (7) _____ [Other]

q19b - Please state why you think these activity/activities are better done on Elluminate:

Seeing your teacher demonstrate and explain (1)

Being able to see your teacher's mouth (2)

Being familiar with the phonetic alphabet (symbols of sounds) (3)

Seeing a drawing of lips and tongue for each sound (4)

Immediate feedback from your teacher (5)

Drilling the sounds (repeating the sounds/words again) (6)

Other (7)

q20a - Please select one answer for each statement:

	Strongly agree (1)	Agree (2)	Neither agree nor disagree (3)	Disagree (4)	Strongly disagree (5)	Not applicable (6)
Elluminate tutorials are useful for pronunciation practice. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is easier to practise pronunciation on Elluminate than during face-to-face tutorials. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is easier to hear how my teacher pronounces words on Elluminate than during face-to-face tutorials. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Elluminate allows the teacher to use more interesting ways of teaching pronunciation, e.g. videos showing lips, drawings on whiteboard, a chart showing the different sounds. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Elluminate is good for learning new words and grammatical structures. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My pronunciation has improved more during Elluminate tutorials than in face-to-face ones. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Face-to-face tutorials are more useful to learn pronunciation as I can better see the teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Strongly agree (1)	Agree (2)	Neither agree nor disagree (3)	Disagree (4)	Strongly disagree (5)	Not applicable (6)
demonstrate how to do the sounds. (7)						

q20b - Is there anything that you would like to add/explain/qualify about the statements above?

q21a - Which of these activities do you think is better done during face-to-face tutorials?

(Please select UP TO THREE answers)

- ☐ Seeing your teacher demonstrate and explain (1)
- ☐ Being able to see your teacher’s mouth (2)
- ☐ Being familiar with the phonetic alphabet (symbols of sounds) (3)
- ☐ Seeing a drawing of lips and tongue for each sound (4)
- ☐ Immediate feedback from your teacher (5)
- ☐ Drilling the sounds (repeating the sounds/words again) (6)
- ☐ Other - please specify: (7)_____ [Other]

q21b - Please state why you think these activity/activities are better done during face-to-face tutorials:

Seeing your teacher demonstrate and explain (1)

Being able to see your teacher’s mouth (2)

Being familiar with the phonetic alphabet (symbols of sounds) (3)

Seeing a drawing of lips and tongue for each sound (4)

Immediate feedback from your teacher (5)

Drilling the sounds (repeating the sounds/words again) (6)

Other (7)

q22 - Do you have any further comments on how Elluminate compares with face-to-face for learning pronunciation?

Section 4: Strategies for Learning Pronunciation on Elluminate

This is to find out about the strategies you use when learning pronunciation online.

q23 - Please select one answer for each statement:

	Never (1)	Almost never (2)	Sometimes (3)	Often (4)	Very often (5)	Not applicable (6)
I practise difficult French sounds to familiarize myself with them when my microphone is off. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I look for associations between the sounds of a word in French I see on the whiteboard with the sounds of another French word I already know. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I ask my teacher to repeat unfamiliar sounds that I hear. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I listen attentively to the rise and fall of speech by my teacher - the music of it. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If I don't understand a word because I could not hear it properly (e.g. microphone problem), I draw on my background knowledge of French sounds to guess the word. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If I don't understand a word someone says, I ask my teacher to write it in the chat box. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I try to increase my exposure to French sounds by playing back the recorded lesson and listening to it again. (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I try to increase my exposure to French sounds by starting conversations in French with the other students when in the break-up rooms. (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
As Elluminate enables me to hear everyone in the classroom clearly, I try to imitate the way other students talk (if I think they have a good accent). (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If I don't know how to pronounce a word, I ask my partner in the break-up	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Never (1)	Almost never (2)	Sometimes (3)	Often (4)	Very often (5)	Not applicable (6)
room to help me pronounce it. (10)						
When it is my turn to speak, if I feel that I am going to panic, I make a conscious effort to calm down and take a deep breath. (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When I know that I am not pronouncing a word correctly, I tell myself that it is okay to make mistakes. (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Before the tutorial, I plan what I am going to focus on (e.g. using correct grammar, learning new words or pronouncing words accurately). (13)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

q24 - When I see a word on the whiteboard which I don't know how to pronounce in French...

- ☐ I generally wait for another student to use it in the activity. (1)
- ☐ I generally use another word with similar meaning. (2)
- ☐ I generally try to say it using a similar sound from English. (3)
- ☐ Other - please specify: (4) _____ [Other]

q25 - When I want to improve my pronunciation during an Elluminate tutorial, I know what strategies to use.

- ☐ Never (1)
- ☐ Almost never (2)
- ☐ Sometimes (3)
- ☐ Often (4)
- ☐ Very often (5)
- ☐ Not applicable (6)

q26 - Do you have other ideas for strategies that would be useful for learning pronunciation on Elluminate?

Section 5: Concluding Questions and Comments

q27 - I like doing pronunciation work on Elluminate because...

q28 - I like doing pronunciation work in a face-to-face tutorial because...

q29 - Would you like to add any further comments on any of the questions in this survey?

q30 - Finally, would you be willing to participate in some short follow-up activities which would take place towards the end of this academic year (a reading activity, an interview or a think-aloud activity)?

- ☐ Yes (1)
- ☐ No (2)

q31 - Please provide your contact details below:

Telephone: (1) _____

Email address: (2) _____

Well done, the questionnaire is now complete!

Appendix 4: Reading Activity

Le but de cette activité est d'explorer la qualité de votre prononciation. Ne vous en faites pas si vous ne pouvez pas dire les mots correctement. Veuillez lire le texte suivant deux fois, la première fois silencieusement, et enregistrez la deuxième lecture. Avant de commencer à lire, énoncez votre adresse courriel. Prenez autant de temps que besoin. Si vous enregistrez votre lecture sur Audacity, exportez-la en tant que fichier MP3 comme vous le feriez pour la partie orale d'un TMA et renvoyez-le. Les phrases n'ont parfois pas de sens, je voulais y inclure des sons bien spécifiques!

This activity is to find out how students pronounce the words in the text below. Don't worry if you think you can't say the words very well - it is not a test and you are not being judged on your performance. Please read the following text twice: the first time as a warm-up; the second time recording yourself reading the text out loud. Before you start recording, please state your email address so that I can match your reading to your questionnaire responses. Take as much time as you need. Then, if you recorded it in Audacity, export your recording as an MP3 file, as you would do for the oral part of a TMA and send it back as an attachment to d.bosmans@open.ac.uk. Some sentences don't really make sense; I needed to include some words with specific sounds in them!

Reading:

Margot, une dame grecque, avait besoin de drap et d'une corde.

Marc Dupont cria à son père, un prof à la faculté, qu'il avait son écharpe.

Françoise, qui avait un parfum un peu épicé, était couchée dans l'herbe bien brunie par le soleil.

Ce Sri-lankais hirsute est un artiste de trop dans ce spectacle !

Marjorie, une vraie servante, lui amena sa fourchette.

Le quatorzième festival de jazzrock va commencer.

L'arme de Nemrod épargna une journée de bataille ce mois-là.

Maria, qui avait un peu froid, parla des fruits qu'elle avait achetés.

Le tireur, pris la main dans le sac dans une rue en Uruguay, tourna dans la route.

Une série révisée sur les jumeaux Roland et Laurent était bien filmée.

Le rentier en retard ne pouvait pas manquer ce train inratable !

J'ai mis le rat brun dans la jarre avec mon bâton rond.

Faites-moi des rayures vertes dans cette pièce s'il vous plaît.

Merci beaucoup pour avoir participé à cette activité!

Appendix 5: Think-aloud Protocol Activity

Cette activité a pour but d'explorer vos sentiments, pensées et stratégies d'apprentissage pendant que vous essayez de prononcer tous les mots sur la liste (ne vous inquiétez pas si vous ne les comprenez pas, ce ne sont pas des mots pour les débutants!) Pour vous aider, utilisez le tableau phonémique de la langue française (qui vous a été envoyé dans un fichier zippé) et cliquez sur les sons dont vous avez besoin pour prononcer les mots de la liste. Au commencement de l'activité, n'oubliez pas de vous enregistrer sur Audacity. Pensez à voix haute, prononcez les mots, aidez-vous du tableau phonémique, parlez de vos émotions, de vos sentiments pendant l'activité, de vos stratégies, de ce qui fonctionne ou pas. **MAIS SURTOUT, CONTINUEZ DE PARLER!**

The aim of this activity is to explore your emotions, thoughts and learning strategies whilst you are trying to pronounce all the words on the list (don't worry if you don't understand them or if you find them difficult to pronounce, these are not 'beginners' words!) To help you, use the French Phonemic Chart - showing sounds, not letters (the chart was sent to you in a separate zipped file) - and **CLICK** on the sounds shown in /blue/ that you need in order to pronounce the words on the list. Think aloud, that is, **SAY OUTLOUD WHAT YOU ARE DOING** and all that is going through your **MIND** (in other words, everything that you would say to yourself silently while you think) as you try to pronounce the words with the help of the interactive Phonemic Chart. Apart from the French words, speak in English. Talk about anything and everything that is going through your mind; nothing is too trivial or negative. Talk about your emotions, your emotions as you work your way through the activity, saying what is working and what isn't working for you and what you are doing to help yourself, etc. Just act as if nobody would listen to what you say and don't try to explain your thoughts. You can leave a comment at the end on what you thought about using the chart and pronouncing these words. Start recording yourself on Audacity at the beginning of the activity and above all, **KEEP TALKING THROUGHOUT!**

quignon	/k i ɲ ɔ̃/
giclée	/ʒ i k l e/
goinfrez	/g w ɛ̃ f R e/
guingois	/g ɛ̃ g w a/
caleçon	/k a l s ɔ̃/
museau	/m y z o/

It might be a good idea to print this page so that you can read the words and open the French Phonemic Chart on your screen to use it. To open it, extract the files from the zipped file you received and click on



French phonemic chart.html

Once you start recording, downsize Audacity so that you can see the Phonemic Chart on the screen. It should look like this:

ferreux	/f ɛ R ø/
huilage	/ɥ i l a ʒ /
poignard	/p w a ɲ a R/
veilleur	/v ɛ j ə R/

French phonemic chart

French Phonemic Chart

Click each symbol to hear it spoken

i	y	u	ẽ	œ	õ
e	ø / œ	o	ɑ		
ɛ (ɛ:)	æ	ɔ	ɥ	w	j
a	ɑ				
p	b	t	d	k	g
f	v	s	z	ʃ	ʒ
m	n	ɲ	ŋ	l	R

Created by Daniel Beckman & Claire Smith, Salford City College. Charts provided by Nathan Bezenchikov

Take as much time as you need. Then, if you recorded it in Audacity, export it with your initials in the file name as an MP3 as you would do for the oral part of a TMA, and send it back as per instructions. Thank you so much for taking part!

Appendix 6: Interview Questions (Sally)

Questions related to Affect

1. 'What types of speaking activities make you feel anxious or uncomfortable during an Elluminate tutorial
2. What types of speaking activities do you enjoy doing during Elluminate tutorials?
3. Does how you sound in French bother you?
 - Could you say a bit more on this?
4. How do you feel/think about practising pronunciation online? (Pause and use prompts if needed)
 - Are there any advantages and disadvantages you can think of? e.g. does it make it less threatening that the other students can't see you?
 - would you rather be able to see the teacher?
5. Do you practise pronunciation at home?
 - If not, why do you think this is?
6. How did you feel when using the Phonemic Chart?
 - , and how did you feel later on in the activity?)
 - Could you say a bit more about this?
 - What do you think caused this change?
 - Did you find it easy or difficult to decipher the phonemic transcription and to figure out how to say the sounds using the chart?
7. Do you find it easier/more comfortable or more difficult to pronounce words during Elluminate tutorials?
 - /if so, in what way?
 - If you don't find it easier, why do you think this is?

Questions related to Strategies

8. When you try to practise pronunciation, do you know what to do when studying on your own?
 - If yes , what do you do?
 - If not, do you have a go anyway? (or go to Q9)
9. Is there anything that would make things easier for you when practising pronunciation at a distance?
10. Do you use any strategies?

- During Elluminate tutorials?
- And when learning on your own?

(Give examples below if the participant dries up)

- positive self-talk and positive self-evaluation
- say the sounds even if you are unsure
- practising the sounds that you know you find difficult
- listening to French songs?
- Using relaxation techniques?
- Anything else?

11. Do you think that learning tips and strategies to help you with pronunciation practise at a distance/at home should be included in the course?

- If so, should this be
 - in the materials
 - integrated in face-to-face tutorials
 - or during online tutorials?
- If not, what do you think is the best way to find out about them and try them out?

Do your course material and tutorials provide a variety of pronunciation learning activities?

- If so, which ones do you like best?
- If not, why is that? (possible prompt: is this because they are drilling activities and/or ad-hoc tutor correction during tutorials?)

Questions related to the learning environment

13 What do you think about the lack of non-verbal cues when learning pronunciation on Elluminate, such as not seeing the teacher demonstrating what they do with their mouth?

- Do you think it matters?

14 Could Elluminate be used differently, through using computer animation of a cross-section of mouths for instance?

- Do you think this would be better than in a f2f situation?

15. What about the sound quality, hear and produce the sounds on Elluminate as well as you would like to?

- Are there any specific problems?

16. Do you find anything frustrating when practising pronunciation online?

(if no answer, prompts: not being able to hear properly, to see what the teacher does, connections lost)

Questions relating to questionnaire items:

Q3 -4: Why do you think there is more time devoted to pronunciation in f2f sessions (15min) than in Elluminate tutorials (5min)?

Q6: What do you think the particular difficulties to learn pronunciation on your own are?

Q13/1.4: What do think makes you always anxious during tutorials?

Q20a: You have quite strong views against learning pronunciation during Elluminate tutorials. Do you think the tool could be used more efficiently? And Q21b1(marked preference for f2f tutorials)

Q27,29: Do you think that spending some time on pronunciation during Elluminate tutorials could be useful/necessary?

TAP Activity: you said several times that you could not see how the chart would help your pronunciation, why is that? Did you change your mind towards the end of the activity?

Appendix 7: Transcript of Relevant Extracts of the Elluminate Observed Lesson of 15th September 2010

23:00

P: Now we will give some feedback after this next exercise, on pronunciation this time. And I am going to put the work we're going to practise into the text chat and the session is being recorded so you could say not only all of these whiteboards but also the text chats so you could link the practice with what I am going to be writing in there. Alors, regardez: famille. Dans ma famille il y a trois personnes, moi, ma fille et, er, ma petite-fille, et dans ta famille, A?

A: Dans ma famille, er, il y a moi, je suis enfant unique, mais bien sur mon père et ma mère.

P: Merci bien, A, merci. Et ta famille, An?

An: Er, ma famille son fils de son (?), mon père, mon, ma mère, er, mon deux frères, et mon sœur.

P: Alors, dans ma famille, il y a six personnes, répètes An!

An: En ma famille, il y a six personnes.

P: On dit famille, dans ma famille, er, et ta famille, er, elle est comment S?

S: Dans ma famille il y a quatre persons, er, mon mari et moi et deux enfants.

P: Oui c'est du passé, et maintenant grand et grande. Alors, ma famille n'est pas grande, j'habite une assez grande maison avec er, un grand jardin et er, quatre chambres et er ta maison, elle comment er, D?

D: Ma maison, je, c'est pas grande, mais elle avait grande salle de bains

P: Oui merci, alors ta maison a une grande salle de bains, et ta maison, er A?

A: Er ma maison est, est, grande, er, avec, er, une grande cuisine, er, bien équipée, t'ois chambres et dehors, il y a un te'ace

P: Merci bien A, parfait, er, et ta maison, An?

An: Ma maison est près du pit (?), il y a oune salle de bains, er, une chambre, et oune couisine

P: Oui merci An, alors tu as une cuisine et An, est-ce que ta famille est grande ou petite?... An, il y a six personnes dans ta famille, ta famille est petite ou ta famille est grande, An?

An: Ma famille est grande.

P: Oui, ma famille est grande, répètez An?

An: Ma famille est grande.

P: Oui, ok, alors faites attention à famille et grande, alors one more point of pronunciation practice before we go on. «s'appelle»: ma fille s'appelle G et ta sœur An, elle s'appelle comment?

An: Er, voulez-vous répéter s'il vous plaît?

P: Ta sœur, ..., elle s'appelle comment?

An: Mon frère, s'appelle, er, J.

P: OK, merci, et ta sœur aussi, et D, ta fille, comment s'appelle-t-elle?... Tu as un bébé, une petite fille, n'est-ce pas D? Oui, D?

D: J'ai une petite fille, il s'appelle Y.

P: Elle s'appelle, c'est une petite fille, oui? er, et, er, tes fils, S, comment s'appellent-ils?

S: Répétez, s'il-vous-plait.

P: Tes fils, tu as deux fils, n'est-ce pas? Comment...

S: Ah oui.

P: Comment s'appellent-ils?

S: Ah, mon fils s'appelle A.

P: Ah, tu as un fils, oui, er, et er, A, ton père, comment s'appelle-t-il?

A: Mon père, il s'appelle M.

P: OK, c'est bien. Alors, nous avons famille, ma famille est grande. S'appelle, mes fils s'appellent Pierre et Jean, alors, est-ce qu'il y a des questions en ce moment? Do you have, because we are getting, you know, to the final stage of the course now. One thing I do realize, which my colleague keeps writing about is that the slide on the microphone moves on its own accord, it's doing it with me this evening, this is why there are problems with the sound and I have not experienced that before so I think there is something you can do to prevent that happening. Pas de questions, OK, on continue.

30:00

32:30 P: this time, a bit of feedback on the past so not on pronunciation but on the passé composé

42:30 P: We are going to do a tiny bit more feedback on pronunciation. Alors, cherche, moi je cherche un appartement au bord de la mer et vous er, D?

D: Er... Répétez s'il vous plaît.

P: Moi je cherche un appartement au bord de la mer et toi D?

D: Er... je veux un appartement pour lui or pour vendre

P: Je cherche, je cherche un appartement pour louer, répètes D.

D: Je cherche un appartementt pour luer.

P: yeah un appartement, je cherche, donc c'est chercher because it would mean I was looking for. Et toi S, qu'est-ce que tu cherche comme appartement?

S: Je cherche un appartement au bord de la mer.

P: Excellent, et toi A, que cherches-tu comme appartement?

A: Je cherche une appartement pas loin de centre-ville.

P: Oui, excellent, excellent, et toi An, que cherches-tu comme appartement?

A: Je cherche une appartement au centre de ville.

P: Oui et moi je cherche aussi un appartement au centre-ville, OK? Et regardez dans le chat, chambre, alors, petit moment, alors moi, je cherche un appartement avec deux chambres. Et toi, D?... Moi, je cherche un appartement avec trois chambres, et toi D?

D: Moi je cherchais un appartementt avec trois chambres.

P: Je cherche un appartement avec trois chambres, répètes D.

D: Je cherchais, je cherche un appartementt avec trois chambres.

P: Oui, un appartement, yeah? Le 't' est silent. Et toi, A, que cherches-tu comme appartement?

A: Je cherche appartement avec quatre chambres.

P: Wow, c'est grand, excellent. Er, et toi, er, S?

S: Je cherche un appartement...

P: Oui, avec combien de chambres?

S:...

P: Right, what I am just finding with this last activity, I know it is just a bit after 8 o'clock, I don't normally keep you but I would like to, er, I know I've uploaded it, but I think I'll just upload it again into here, I know we have been looking for things, we got lost in the mist of times somehow but I'll just put it up again. Considering we had a lot of stress at the beginning didn't we, trying to find everything, we did actually done pretty well this evening. Let's have a look to see if it's arrived now. Wait a minute. It doesn't want to get here this one, it doesn't...

45:30

P: You may remember from the programme I asked you because pronunciation is something we will be practising obviously on Saturday as well. We've been practising it this evening as well. Just have a short look at the list there and let's just share for a moment or two methods we use to improve our use of the language in speaking and information. I'll start. I'll go for number eight because I am very much an aural person and I always listen to the sounds of the words rather than looking at the written word first because if you listen to it, like 'la television', 'j'aime bien la télévision parce qu'il y a des émissions intéressantes', that's where you avoid 'television' in our own language. What about the rest of you? Any one of those that you think is useful in developing your own pronunciation? These by the way are from 'Success with Languages', yes S, A, OK? A, oui?

A: Yeah, I am not sure which number you'd say it was but I found it's helpful, er, to listen to the extracts from 'Bon Départ' and then shadow-read the text, especially er, where it will say er, 'Ecoutez ces mots qui contient le son' and then it will list some words with the same sounds, er 'vin, intéressant, imprecionss, demain, etc.

P: Oui, ..., et ça c'est 6, that's an excellent method, and S, you were going to share one as well?

S: Very similar actually but the other thing I do as well is comparing similarities and differences, not whole words but, for example, in 'manger' and anything that ends in an 'e-r', I can think of an 'a-y' sound like the 'a', and it just helps with things like 'jouer, manger, aimer' things like that and it just trying to get that because other than that, you're right, you do just read the words the way you're used to and that's the way I've done it.

P: Yeah, excellent, just watch, look in the chat again. 'Je cherche, je mange, j'aime manger, but don't put it in the present tense, so thanks for that S, et toi D, I mean you're living in France, aren't you? So do you find that's enough?

D: Pronunciation is my Achilles' heel, er, but, er, I agree with you about number 8, it is not easy when you're trying to learn it by listening to it because when you are trying to speak, especially to French people, er, and it gets a bit confusing when you really... cause I've tried to learn both ways

P: Yeah but in the end that will be the best way to learn it, won't it?

D: Definitely the best yeah.

P: Yeah, definitely, An, do you use one of these methods?

An: Yeah, just with the extracts from the book, I like, I like listening to the recordings and try to repeat but I am not any good at it really

P: Oh, you must never say that, it's great you came this evening, you know, even in the course of our little session, we started off badly because of all the internet problems you know, we have spoken some really good French, how about to finish, I put a few questions to you around some of the topics in the conversations. I am going to use what we will use in the actual speaking test and we will do a mock on Saturday so there will be plenty opportunity to be practising.

51:00

52:00 P: Et votre famille, An, elle est comment?

An: Er, ma familllle est très grande.

P: Oui, et ma famille n'est pas grande, ma famille est petite, ou habitez-vous D?

Appendix 8: Questionnaire for Initial Study – Teaching Pronunciation online – A Sound Pedagogical Strategy?

Thank you for taking part in this research project. The purpose of this questionnaire is to find out what you find difficult in French pronunciation and how you feel about learning pronunciation online. Please read through the whole questionnaire before you start, and try to answer all questions. If you would like to add a comment against a particular question, please do so at the end of the questionnaire, stating the question number. You are only asked to give your initials or a pseudonym so that all completed questionnaires will be treated in the strictest confidentiality.

Initials or pseudonym:	First language:
Age:	Other language(s):
Male/Female:	

Section 1: Background Information on Pronunciation

This is to find out what you know and what you find difficult in French pronunciation.

1. Have you ever studied French before L192? If yes, how long ago and for how many years?	Yes <input type="checkbox"/> No <input type="checkbox"/>
2. How many hours a week do you spend studying L192?	
3. How much time is devoted to pronunciation in your <u>face-to-face</u> tutorials?	minutes n/a <input type="checkbox"/>
4. How much time is devoted to pronunciation in your <u>online</u> tutorials?	minutes n/a <input type="checkbox"/>
5. Do you enjoy learning French pronunciation? (Please tick one box only)	Yes <input type="checkbox"/> No <input type="checkbox"/> sometimes <input type="checkbox"/>
6. Please give your reasons:	
7. Does your French teacher use mainly English or French during Elluminate tutorials (i.e. how much of the language are you exposed to in the tutorial)?	French <input type="checkbox"/> English <input type="checkbox"/> 50/50 <input type="checkbox"/>

8. What aspect of learning French do you find the most difficult? (Please number the items from 1 to 3, 1 being the most difficult)

Grammar

Pronunciation

Vocabulary

9. Please indicate the level of ease or difficulty you have in pronouncing these words (Please tick **one** box only for each word)

Try to say the word	very easy	quite easy	quite difficult	very difficult
<u>E.g.:</u> cueillir			✓	
giclée	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
maquille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
poignard	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
guingois	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
chacun	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ferreux	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
museau	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
houblon	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
maçonne	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
caleçon	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(Woore, 2009, p18)

10. Please order the words listed below in terms of difficulty on a scale of 1 - 5 (1 = easiest, 5 = most difficult)

quignon

défunct

veilleur

huilage

goinfrez

11. How difficult do you find the pronunciation of these sounds in French?
(Please tick **one** number for **each** sound)

	easy	1	2	3	4	5	difficult
'H' in huilage		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
'GN' in quignon		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
'R' in ferreux		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
'UN' in chacun		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
'ON' in caleçon		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
'LL' in maquille		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
'U' in museau		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

12. Please give the reasons for some of your answers in 10.

13. Which syllable would you stress in the following words? (Please underline the stressed syllable, e.g. Japan. Don't worry, it's all right to give a wrong answer if you don't know)

Anti-inflamatoire
attention

la Jamaïque

photographie

machine

14. Which word(s) would you stress in the following sentences? (Please underline the stressed words in each sentence using the underline function on the menu bar, there may be more than one word to underline, e.g.: Je travaille chez moi demain.)

C'est moi qui l'ai fait.

Vous êtes certain?

D'où venez-vous?

Je mange une tranche de gâteau.

Section 2: Attitudes, Thoughts and Emotions towards Learning Pronunciation via Elluminate

This is to find out how you feel when learning pronunciation during your tutorials on Elluminate (Foreign Language Classroom Anxiety Scale adapted from Horwitz, Horwitz and Cope, 1986, p130, original scale numbers are in brackets)

1. Would you describe yourself as someone? (Please tick **one** box only)

shy ☐ or extrovert ☐ prefer not to say ☐

2. When you are in your virtual class and you have to speak French, how do you feel? (Please **tick one** answer for **each** feeling)

	always	sometimes	very occasionally	never	n/a
Anxious:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Discouraged:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Embarrassed:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Relaxed:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(Please tick one answer for each statement: SA= strongly agree, A=agree, N=neither agree nor disagree, D=disagree, SD= strongly disagree, N/A= not applicable)	SA	A	N	D	SD	n/a
3. (1) I never feel quite sure of my pronunciation when I am speaking in online tutorials.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. (2) I don't worry about making pronunciation mistakes in online tutorials as no one can see me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. (9) I start to panic when I have to speak without preparation in online tutorials.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. (12) In online tutorials, I can get so nervous I forget how to pronounce words that I know.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. (13) It embarrasses me to volunteer answers in online tutorials so I don't click on the hand icon.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. (14) I would not be nervous speaking French with native speakers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. (18) I feel confident when I speak during online tutorials.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

10. (19) I am afraid that my French teacher will correct every pronunciation mistake I make.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
11. (20) I can feel my heart pounding when I'm the next one to be called on to speak in online tutorials.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
12. (23) I always feel that the other students pronounce French better than I do.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
13. (24) I feel very self-conscious about speaking French when all the other students can hear me.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
14. (27) I get confused by everything I need to look at on the whiteboard when speaking online.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
15. (30) I feel overwhelmed by the number of pronunciation rules you have to learn to speak French.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
16. (31) I always imagine that the other students laugh at my accent when I speak French.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Section 3: Emotions and Attitudes towards Using Elluminate

This is to find out how you feel about using the Elluminate software while learning pronunciation, i.e. if you find it more or less convenient/ enjoyable/ useful than face-to-face tutorials

1. Are you having problems using Elluminate for online tutorials?
Yes ☐ No ☐

If yes, please explain:

2. How comfortable do you feel using the Elluminate software? (tick only **one** box)

Very comfortable ☐

I could do with more practice ☐

It is fine for what I need to do with it ☐

I feel stressed out using it ☐

Your own description: ☐

n/a ☐

3. Do you think that, compared to face-to-face, learning pronunciation on Elluminate is: (tick only one box)

Easier ☐

More difficult ☐

About the same ☐

n/a ☐

4. Do you have any further comments?

5. When learning pronunciation what do you think helps you most? (tick all boxes that apply in column (a) and tick ONE box in column (b) to indicate which is the most useful one for you)

	a	b
Seeing your teacher demonstrate and explain	<input type="checkbox"/>	<input type="checkbox"/>
Being able to see your teacher's mouth	<input type="checkbox"/>	<input type="checkbox"/>
Being familiar with the phonetic alphabet (symbols of sounds)	<input type="checkbox"/>	<input type="checkbox"/>
Seeing a drawing of lips and tongue for each sound	<input type="checkbox"/>	<input type="checkbox"/>
Immediate feedback from your teacher	<input type="checkbox"/>	<input type="checkbox"/>
Drilling the sounds (repeating the sounds/words again and again)	<input type="checkbox"/>	<input type="checkbox"/>
Other (please give details)	<input type="checkbox"/>	<input type="checkbox"/>

6. Which of these activities do you think is better done on Elluminate? (please tick one or more you think are applicable and state why)

Seeing your teacher demonstrate and explain ☐ why?

Being able to see your teacher's mouth ☐ why?

Being familiar with the phonetic alphabet (symbols of sounds) ☐ why?

- Seeing a drawing of lips and tongue for each sound ☐ why?
- Immediate feedback from your teacher ☐ why?
- Drilling the sounds (repeating the sounds/words again) ☐ why?
- Other (please give details) ☐ why?

7. Which of these activities do you think is better done during face-to-face tutorials? (please tick one or more you think are applicable and state why)

- Seeing your teacher demonstrate and explain ☐ why?
- Being able to see your teacher's mouth ☐ why?
- Being familiar with the phonetic alphabet (symbols of sounds) ☐ why?
- Seeing a drawing of lips and tongue for each sound ☐ why?
- Immediate feedback from your teacher ☐ why?
- Drilling the sounds (repeating the sounds/words again) ☐ why?
- Other (please give details) ☐ why?

(Please circle one answer for each statement, SA= strongly agree, A=agree, N=neither agree nor disagree, D=disagree, SD= strongly disagree)	SA	A	N	D	SD	n/a
8. It is easier to practise pronunciation on Elluminate than during face-to-face tutorials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. My pronunciation has improved more during face-to-face tutorials than on Elluminate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. It is easier to hear how my teacher pronounces words on Elluminate than during face-to-face tutorials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Elluminate is good for learning new words and grammatical structures but not for pronunciation practice						

	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
12. Elluminate allows the teacher to use more interesting ways of teaching pronunciation, e.g. videos showing lips, drawings on whiteboard, a chart showing the different sounds.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
13. Face-to-face tutorials are more useful to learn pronunciation as I can see the teacher demonstrate how to do the sounds.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
14. Is there anything in questions 8 to 13 that you want to add/explain/qualify.	

Section 4: Pronunciation Learning Strategies

This is to find out about the strategies you use when learning pronunciation online (adapted from Maroulis, 2006, p237)

(Please **tick one** answer for **each** statement)

1. I practise unfamiliar sounds in French to familiarize myself with them when my microphone is off.

Never ☐ almost never ☐ sometimes ☐ often ☐ very often ☐ n/a ☐

2. I look for associations between the sound of a word in French I see on the whiteboard with the sound of a familiar word in English.

Never ☐ almost never ☐ sometimes ☐ often ☐ very often ☐ n/a ☐

3. As Elluminate enables me to hear everyone in the classroom, I try to imitate the way other students talk.

Never ☐ almost never ☐ sometimes ☐ often ☐ very often ☐ n/a ☐

4. I ask my teacher to repeat unfamiliar sounds that I hear.

Never ☐ almost never ☐ sometimes ☐ often ☐ very often ☐ n/a ☐

5. I listen attentively to the rise and fall of speech by my teacher - the music of it.

Never ☐ almost never ☐ sometimes ☐ often ☐ very often ☐ n/a ☐

6. If I don't understand a word because I could not hear it properly (e.g. microphone problem), I draw on my background knowledge of French sounds to guess the word.

Never ☐ almost never ☐ sometimes ☐ often ☐ very often ☐ n/a ☐

7. If I don't understand a word, I ask my teacher to write it in the chat box.

Never ☐ almost never ☐ sometimes ☐ often ☐ very often ☐ n/a ☐

8. I try to increase my exposure to French sounds by listening back to the recorded lesson.

Never ☐ almost never ☐ sometimes ☐ often ☐ very often ☐ n/a ☐

9. I try to increase my exposure to French sounds by trying to start conversations in French with the other students when in the breakup rooms.

Never ☐ almost never ☐ sometimes ☐ often ☐ very often ☐ n/a ☐

10. I try to increase my exposure to French sounds by listening to how native French speakers pronounce words when the teacher shows us video clips on a web tour.

Never ☐ almost never ☐ sometimes ☐ often ☐ very often ☐ n/a ☐

11. If you don't use any of the strategies above, do you have other ideas for strategies that would be useful for learning pronunciation on Elluminate?

12. When I see a word on the whiteboard which contains a sound I find difficult to pronounce in French, (Please tick **one** answer)

I generally wait for another student to use it in the activity ☐

I generally use another word with similar meaning ☐

I generally try to say it using a similar sound from English

☐

n/a

☐

13. I like doing pronunciation work on Elluminate because ...

n/a ☐

14. I like doing pronunciation work in a face-to-face tutorial
because ...

n/a ☐

Well done, the questionnaire is now completed. Please check you have answered all questions and send it by the 30th October to Daniel Bosmans at d.bosmans@open.ac.uk. Once the initial study of this project is completed, you will be informed of the results. Thank you very much for taking part!

Appendix 9: The French Phonemic Chart

French Phonemic Chart

Click each symbol to hear it spoken

i	y	u	ẽ	œ	õ
e	ø / ə	o	ã		
ɛ (ɛ:)	œ	ɔ	ɥ	w	j
a	ɑ				
p	b	t	d	k	g
f	v	s	z	ʃ	ʒ
m	n	ɲ	ŋ	l	R

Created by Daniel Bosmans & Clare Smith, Salford City College. (Voice provided by Nathan Bouancheux)

from an original idea by Adrian Underhill onestopenglish.com

When clicking on a phoneme, the phoneme gets highlighted in red and you can hear it pronounced both in isolation and in context (two words containing it).

French Phonemic Chart

Click each symbol to hear it spoken

i	y	u	ẽ	œ	õ
e	ø / ə	o	ã		
ɛ (ɛ:)	œ	ɔ	ɥ	w	j
a	ɑ				
p	b	t	d	k	g
f	v	s	z	ʃ	ʒ
m	n	ɲ	ŋ	l	R

Created by Daniel Bosmans & Clare Smith, Salford City College. (Voice provided by Nathan Bouancheux)

from an original idea by Adrian Underhill onestopenglish.com

Appendix 10: Horwitz et al.'s FLCAS and Pronunciation FLCAS

<u>Pronunciation FLCAS in the Present Study</u>	<u>FLCAS from Horwitz et al. (1986, p129)</u>
I never feel quite sure of my pronunciation when I am speaking in online tutorials. (1)*	I never feel quite sure of myself when I am speaking in my foreign language class. (1)*
I don't worry about making pronunciation mistakes in online tutorials as no one can see me. (2)	I <i>don't</i> worry about making mistakes in language class. (2)
I start to panic when I have to speak without preparation in online tutorials. (3)	I start to panic when I have to speak without preparation in language class. (9)
In online tutorials, I can get so nervous I forget how to pronounce words that I know. (4)	In language class, I can get so nervous I forget things I know. (12)
It embarrasses me to volunteer answers in online tutorials so I don't click on the hand icon. (5)	It embarrasses me to volunteer answers in my language class. (13)
I would not be nervous speaking French with native speakers. (6)	I would <i>not</i> be nervous speaking the foreign language with natives. (14)
I feel confident when I speak during online tutorials. (7)	I feel confident when I speak in foreign language class. (18)
I am afraid that my French teacher will correct every pronunciation mistake I make. (8)	I am afraid that my language teacher is ready to correct every mistake I make. (19)
I can feel my heart pounding when I'm the next one to be called on to speak in online tutorials. (9)	I can feel my heart pounding when I am going to be called on in language class. (20)
I always feel that the other students pronounce French better than I do. (10)	I always feel that the other students speak the foreign language better than I do. (23)
I feel very self-conscious about speaking French when all the other students can hear me. (11)	I feel very self-conscious about speaking the foreign language in front of other students. (24)
I get confused by everything I need to look at on the whiteboard when speaking online. (12)	I get nervous and confused when I am speaking in my language class. (27)
I feel overwhelmed by the number of pronunciation rules you have to learn to speak French. (13)	I feel overwhelmed by the number of rules you have to learn to speak a foreign language. (30)
I always imagine that the other students laugh at my accent when I speak French. (14)	I am afraid that the other students will laugh at me when I speak the foreign language. (31)

* The numbers in brackets represent their place on each scale.

Appendix 11: Sample of a Think-aloud Protocol

* B = incorrect pronunciation, G = correct pronunciation

Hello, I'm [...], thank you for sending me this interesting exercise and the phonemic table which is excellent, that's, er, you know I was thinking about a month ago, that's just what I think would be very useful and here it is so thank you very much for that and I hope that my participation helps you to, er, reach your goals. So, er, I'm just getting myself organised on my computer and I have my chart next to the words which I haven't looked at before that (laugh) so here we go, yeah, I'm just checking that information on the right handside. I think this will work because I can access both, er, both files so, first word, er, ya, it's q-u-i-g-n-o-n, ok, er, I am going to check the phonemic chart for 'k' sound (tick, tick, tick). I've just encountered my first problem, er, I can't hear that so let me try again (chart voice X2), er, ok I'm just having more problems with the sound, I am going to check that it is still recording and it is signalling that it is recording so I can go back so that's a 'k' sound and the 'i' I think it is an 'ii' (chart voice), yeah 'ii', 'n' with a long tail, I don't know it, let us try (chart voice), 'gn' 'gn', so and then the backward 'c' with the tilda (chart voice X 2), that's the sound 'on' like 'ombre' so I'm going to go for 'quignon' (G*) for the first word.

The next one, hmm, let's try the phonemic table, ok, I can't seem to find that funny looking 'z' but here it is (chart voice), OK, 'j' sound with the 'ii', 'k', 'j', let me just double-check that (chart voice), 'j' it's ok, (chart voice), I'm just checking the 'ii' sound (chart voice), so I am going to go for 'giclée' (B*), er, for the second word. For the third one, er, let's go for it, (chart voice), ok, 'g', and (chart voice), 'w' is quite straightforward, (chart voice), that would be the fancy 'e' with the tilda again, (chart voice), (repeats the words given), er, (chart voice), 'coin', er, OK, I'm going to keep talking, I know that's part of the thing to do so I keep talking, this is a more challenging word for me, hmm, let's try, ok the 'f' again (chart voice), capital R, (chart voice), and once more, (chart voice), er, I'm going to try that 'ii' once more and going for it (chart voice), OK I'm going to attempt it, I'm going to go for 'gwafra' (B) for the third one although I am very doubtful (laugh) about that so let's move on, so the next word is, hmm, starting with the 'g' sound (chart voice), 'gg' OK (chart voice) another 'g' (chart voice), 'w' (chart voice), and the 'a' (chart voice), OK, mmh, 'guegois' (B), that's, er, I'll leave at that although I'm very tempted to pronounce the 'n' in the spelling, it doesn't appear in the, you know, er, as a phoneme so I'm going to move, move on, er, the next one, er, begins, er, with a 'c', but that's 'k' in the phonemic chart (chart voice), 'k', (chart voice), 'l', I think this one seems easier to pronounce, (chart voice) (on two different sounds), er, OK, and that's 'c' with a tilda (chart voice), OK, so I think I'm quite comfortable with this one, so I think I'm going to try for 'coleçon' (B), (chart voice), no I'm going to revise that, 'caleçon' (G), OK, moving on, er, to the next, start with the 'm' sound (chart voice), er, this is going a lot smoother than I thought, er, well, at least it's more enjoyable, maybe it's not so smooth, but at least it's quite good fun, (chart voice), er, (chart voice), OK, sounds like the surname of an old friend of mine, (chart voice), OK it's 'museau' (G) which is exactly the same sound as the surname of a very good old friend of mine so, er, moving on, 'f' sound, er, let's find that, I'm probably looking straight at it, as usual, (chart voice), OK, and next is the, oh that hasn't got the tilda above it so, oh here it is ya 'f' (chart voice), 'fait' 'fait' and capital R (chart voice), and that 'o' with a slash, (chart voice), 'ferreux', 'ferreux' (G), OK, I'm going to try for 'ferreux' (G), er, next, er, that's a funny looking letter, it's almost like a 'y' with a half-finished tail so (chart voice), ooh that's tricky, I am going to listen to that again, (chart voice), 'uwe', 'uwe', uwe, 'ii' (chart voice), 'rui', 'rui', 'l', (chart

voice), 'la' 'la' (chart voice), wrong 'a', that's (chart voice), the 'a's are very similar, 'huilaa', (chart voice), 'ye', 'huilaa' (chart voice), OK, I'll attempt it, it's quite tricky, er, 'hhuilaye' (B), (chart voice), yeah, I'm ok with that 'huilaye', er, next er, mmh, 'p' (chart voice), 'p' 'p', straightforward (chart voice), (chart voice), ok, 'pwa' (chart voice on three different sounds), OK, I'll attempt the, er, the penultimate word, it's 'poignard' (G) and I think this is the last word, er, that's flying by, it starts with a 'v' (chart voice), er, 'v' (chart voice), (chart voice), 'vi', I'm looking for the , I think it's a schwa in English (voice chart), OK, (voice chart), let me just double-check with that funny looking 'ii', (voice chart), OK, I'm going to attempt the last word, it's er, 'vellour' (B), er, let me just double-check with that schwa sound (chart voice), 'e', 'ce', velour, yes, er, 'veillour' (B), that's my best attempt. OK, er, I think that's done, hmm, let me just scroll down to make sure.

Er, and just to say again, thank you very much, er, for your interesting language learning and the excellent phonemic chart which I am going to send immediately to a fellow French student which I am sure he will find very useful and er, yeah, thanks very much, I look forward to er, anymore correspondence and sorry for the delay but you know, I really have been, er, snowed under with, er, a TMA for a level 3 course and it's new to me all the convention of writing, bibliography, etc. I haven't done that before so I am probably not working very efficiently but I am trying hard, so, and I'm sorry for the delay, I hope this is useful and you have lots of success with your Xmas shopping and have a peaceful Xmas and a happy new year, all the best, bye bye, (clicking away).

Appendix 12: Statistical Data

responseid	respid	interview_start	interview_end	status	FC_email_only	birth
1	9	30/06/2011	30/06/2011	complete	N	1984-02-28
2	375	25/05/2011	25/05/2011	complete	N	1952-01-13
3	133	25/05/2011			N	1992-07-16
4	427	25/05/2011			N	1954-01-04
5	180	25/05/2011			N	1957-10-29
6	534	25/05/2011	25/05/2011	complete	N	1931-02-28
7	238	25/05/2011	25/05/2011	complete	N	1982-04-20
8	25	03/07/2011	03/07/2011	complete	N	1954-04-04
9	388	25/05/2011	25/05/2011	complete	N	1953-08-15
10	381	25/05/2011	25/05/2011	complete	N	1949-09-08
11	178	25/05/2011	25/05/2011	complete	N	1961-02-10
12	351	25/05/2011			N	1945-06-06
13	283	25/05/2011	25/05/2011	complete	N	1974-03-02
14	452	25/05/2011	25/05/2011	complete	N	1952-08-31
15	404	25/05/2011	25/05/2011	complete	N	1954-07-31
16	46	25/05/2011	25/05/2011	complete	N	1977-09-23
17	33	25/05/2011	25/05/2011	complete	N	1948-01-13
18	514	25/05/2011			N	1950-04-05
19	191	25/05/2011	25/05/2011	complete	N	1959-09-04
20	229	25/05/2011	25/05/2011	complete	N	1954-11-02
21	471	30/06/2011			N	1979-11-30
22	228	26/05/2011	26/05/2011	complete	N	1948-12-27
23	35	26/05/2011	26/05/2011	complete	N	1978-05-23
24	195	26/05/2011	26/05/2011	complete	N	1963-04-20
25	336	26/05/2011	26/05/2011	complete	N	1971-11-04
26	39	27/05/2011	27/05/2011	complete	N	1965-12-13
27	421	27/05/2011	27/05/2011	complete	N	1944-01-22
28	397	27/05/2011	27/05/2011	complete	N	1956-07-11

29	38	30/06/2011	30/06/2011	complete	N	1962-08-23
30	175	31/05/2011	31/05/2011	complete	N	1965-01-09
31	304	31/05/2011	31/05/2011	complete	N	1947-05-28
32	233	02/06/2011	02/06/2011	complete	N	1955-08-27
33	425	02/06/2011			N	1961-05-04
34	218	05/06/2011	05/06/2011	complete	N	1939-11-22
35	91	09/06/2011			N	1987-10-28
36	157	10/06/2011	10/06/2011	complete	N	1983-12-24
37	306	30/06/2011			N	1973-03-14
38	6	10/06/2011	10/06/2011	complete	N	1948-08-08
39	87	10/06/2011	10/06/2011	complete	N	1956-10-26
40	529	10/06/2011	10/06/2011	complete	N	1966-04-09
41	503	10/06/2011	10/06/2011	complete	N	1935-09-22
42	210	10/06/2011			N	1975-01-02
43	584	10/06/2011	10/06/2011	complete	N	1968-12-15
44	271	10/06/2011	10/06/2011	complete	N	1990-10-04
45	143	10/06/2011	10/06/2011	complete	N	1973-03-16
46	104	10/06/2011	10/06/2011	complete	N	1951-05-02
47	14	10/06/2011			N	1984-11-09
48	410	10/06/2011			N	1974-06-23
49	526	10/06/2011	10/06/2011	complete	N	1955-06-04
50	4	10/06/2011	10/06/2011	complete	N	1971-05-21
51	344	10/06/2011	10/06/2011	complete	N	1957-04-17
52	155	10/06/2011	10/06/2011	complete	N	1971-03-22
53	449	11/06/2011			N	1958-02-28
54	136	11/06/2011	11/06/2011	complete	N	1948-05-28
55	412	11/06/2011	11/06/2011	complete	N	1961-12-29
56	509	11/06/2011			N	1973-03-03
57	171	11/06/2011	11/06/2011	complete	N	1967-09-27
58	86	11/06/2011	11/06/2011	complete	N	1972-10-17
59	141	12/06/2011			N	1959-03-

60	335	12/06/2011	12/06/2011	complete	N	07 1960-04- 30
61	48	13/06/2011	13/06/2011	complete	N	1974-10- 27
62	515	13/06/2011	13/06/2011	complete	N	1949-12- 22
63	303	13/06/2011	13/06/2011	complete	N	1949-06- 30
64	138	13/06/2011	13/06/2011	complete	N	1940-04- 25
65	536	13/06/2011	13/06/2011	complete	N	1958-01- 29
66	257	15/06/2011	15/06/2011	complete	N	1987-04- 20
67	457	15/06/2011	15/06/2011	complete	N	1978-02- 23
68	436	17/06/2011	17/06/2011	complete	N	1967-10- 19
69	413	18/06/2011			N	1961-06- 06
70	480	18/06/2011	18/06/2011	complete	N	1965-01- 14
71	76	19/06/2011	19/06/2011	complete	N	1955-11- 04
72	284	20/06/2011	20/06/2011	complete	N	1940-03- 24
73	417	20/06/2011	20/06/2011	complete	N	1970-04- 11
74	89	20/06/2011	20/06/2011	complete	N	1983-10- 22
75	544	21/06/2011	21/06/2011	complete	N	1979-03- 15
76	353	22/06/2011	22/06/2011	complete	N	1977-04- 01
77	64	07/07/2011			N	1976-09- 09
78	358	23/06/2011	23/06/2011	complete	N	1971-02- 16
79	66	28/06/2011	28/06/2011	complete	N	1949-10- 01
80	533	30/06/2011			N	1962-10- 23
81	583	30/06/2011			N	1970-07- 01
82	557	30/06/2011	30/06/2011	complete	N	1968-01- 04
83	266	30/06/2011	30/06/2011	complete	N	1967-03- 25
84	499	30/06/2011	30/06/2011	complete	N	1974-01- 12
85	208	30/06/2011			N	1982-08- 06
86	68	30/06/2011	30/06/2011	complete	N	1961-12- 05
87	571	30/06/2011			N	1955-05- 11
88	476	30/06/2011	30/06/2011	complete	N	1933-06- 30
89	310	30/06/2011	30/06/2011	complete	N	1962-12- 02

90	387	30/06/2011	30/06/2011	complete	N	1950-06-22
91	423	30/06/2011	30/06/2011	complete	N	1954-10-29
92	17	30/06/2011	30/06/2011	complete	N	1945-07-16
93	359	30/06/2011			N	1965-07-27
94	27	30/06/2011	30/06/2011	complete	N	1966-03-05
95	220	30/06/2011	30/06/2011	complete	N	1965-08-31
96	495	30/06/2011	30/06/2011	complete	N	1978-03-22
97	469	30/06/2011	30/06/2011	complete	N	1949-02-19
98	119	30/06/2011	30/06/2011	complete	N	1966-04-06
99	440	30/06/2011	30/06/2011	complete	N	1965-11-19
100	586	30/06/2011			N	1973-02-10
101	40	01/07/2011			N	1970-06-16
102	332	02/07/2011	02/07/2011	complete	N	1948-02-10
103	234	02/07/2011	02/07/2011	complete	N	1956-12-29
104	161	02/07/2011	02/07/2011	complete	N	1985-09-24
105	547	03/07/2011	03/07/2011	complete	N	1968-08-02
106	537	04/07/2011	04/07/2011	complete	N	1976-04-08
107	122	04/07/2011	04/07/2011	complete	N	1948-12-24
108	416	05/07/2011	05/07/2011	complete	N	1976-03-31
109	18	06/07/2011	06/07/2011	complete	N	1989-03-31
110	559	07/07/2011	07/07/2011	complete	N	1946-11-06
111	216	07/07/2011	07/07/2011	complete	N	1975-05-04

age	detailed_age	grouped_age	sex	disable No disability declared	qla
28	26-30	ii 26-35	Male	No disability declared	Italian
61	61-65	v 56 and over	Male	No disability declared	ENGLISH
19	20 and under	i Under 25	Male	No disability declared	English
59	56-60	v 56 and over	Female	No disability declared	English
55	51-55	iv 46-55	Male	No disability	English

69	66 and over	v 56 and over	Male	No disability declared	English
56	56-60	v 56 and over	Male	No disability declared	english
50	46-50	iv 46-55	Female	No disability declared	English
48	46-50	iv 46-55	Female	Disability declared	English
66	66 and over	v 56 and over	Male	No disability declared	English
57	56-60	v 56 and over	Female	No disability declared	English
51	51-55	iv 46-55	Female	No disability declared	English
73	66 and over	v 56 and over	Female	No disability declared	English
24	21-25	i Under 25	Female	No disability declared	
28	26-30	ii 26-35	Female	No disability declared	English
39	36-40	iii 36-45	Female	No disability declared	English
64	61-65	v 56 and over	Female	No disability declared	English
56	56-60	v 56 and over	Female	No disability declared	english
46	46-50	iv 46-55	Female	No disability declared	English
78	66 and over	v 56 and over	Female	No disability declared	English
37	36-40	iii 36-45	Female	No disability declared	English
44	41-45	iii 36-45	Female	No disability declared	English
21	21-25	i Under 25	Female	No disability declared	English
39	36-40	iii 36-45	Female	No disability declared	Spanish
62	61-65	v 56 and over	Female	No disability declared	English
27	26-30	ii 26-35	Male	No disability declared	English
38	36-40	iii 36-45	Female	No	English

57	56-60	v 56 and over	Female	disability declared Disability declared No disability declared	English
41	41-45	iii 36-45	Female	No disability declared	English
56	56-60	v 56 and over	Male	No disability declared	English
41	41-45	iii 36-45	Male	No disability declared	Italian
55	51-55	iv 46-55	Female	No disability declared	English
65	61-65	v 56 and over	Female	No disability declared	english
51	51-55	iv 46-55	Male	No disability declared	English
39	36-40	iii 36-45	Female	Disability declared No disability declared	English
45	41-45	iii 36-45	Female	No disability declared	English
40	36-40	iii 36-45	Male	No disability declared	English
54	51-55	iv 46-55	Male	No disability declared	English
52	51-55	iv 46-55	Female	No disability declared	English
38	36-40	iii 36-45	Female	No disability declared	English
63	61-65	v 56 and over	Female	No disability declared	English
64	61-65	v 56 and over	Male	No disability declared	english
73	66 and over	v 56 and over	Male	No disability declared	English
55	51-55	iv 46-55	Male	Disability declared No disability declared	English
25	21-25	i Under 25	Female	No disability declared	English
34	31-35	ii 26-35	Female	No disability declared	Romanian
45	41-45	iii 36-45	Female	No disability declared	English
51	51-55	iv 46-55	Male	No disability	english

				declared No disability	
48	46-50	iv 46-55	Female	declared No disability	English
57	56-60	v 56 and over	Female	declared No disability	English
73	66 and over	v 56 and over	Female	declared No disability	English
42	41-45	iii 36-45	Female	declared No disability	english
28	26-30	ii 26-35	Female	declared No disability	Czech
33	31-35	ii 26-35	Female	declared No disability	English
35	31-35	ii 26-35	Female	declared No disability	English
36	36-40	iii 36-45	Female	declared No disability	English
41	41-45	iii 36-45	Female	declared No disability	Greek
63	61-65	v 56 and over	Female	declared No disability	English
50	46-50	iv 46-55	Male	declared	English
42	41-45	iii 36-45	Female	No disability declared	
45	41-45	iii 36-45	Female	declared No disability	English
45	41-45	iii 36-45	Female	declared No disability	scottish
38	36-40	iii 36-45	Female	declared	English
30	26-30	ii 26-35	Male	No disability declared	
51	51-55	iv 46-55	Female	declared No disability	English
57	56-60	v 56 and over	Female	declared No disability	english
80	66 and over	v 56 and over	Male	declared No disability	English (UK)
50	46-50	iv 46-55	Male	declared No disability	english
63	61-65	v 56 and over	Male	declared	English
58	56-60	v 56 and	Male	No	English

		over		disability declared No	
68	66 and over	v 56 and over	Female	disability declared No	English
47	46-50	iv 46-55	Female	disability declared Disability	English
46	46-50	iv 46-55	Female	declared No	English
47	46-50	iv 46-55	Male	disability declared No	English
34	31-35	ii 26-35	Male	disability declared No	English
64	61-65	v 56 and over	Female	disability declared No	English
46	46-50	iv 46-55	Female	disability declared No	English
47	46-50	iv 46-55	Male	disability declared No	english
39	36-40	iii 36-45	Female	disability declared No	english
42	41-45	iii 36-45	Female	disability declared No	english
65	61-65	v 56 and over	Male	disability declared No	English
56	56-60	v 56 and over	Male	disability declared No	English
26	26-30	ii 26-35	Male	disability declared No	English
44	41-45	iii 36-45	Female	disability declared No	English
36	36-40	iii 36-45	Male	disability declared No	English
64	61-65	v 56 and over	Female	disability declared No	English
36	36-40	iii 36-45	Female	disability declared No	English
23	21-25	i Under 25	Female	disability declared No	english
66	66 and over	v 56 and over	Female	disability declared No	English
37	36-40	iii 36-45	Female	disability declared	english

q1b	q1c	q1d
English, Russian	No	
FRENCH	Yes	10
Latin, Ancient Greek, Italian, Spanish, Portuguese	Yes	0
None	No	
	Yes	40
None	No	
French & Spanish	Yes	10
None	Yes	10
none	Yes	42
none	Yes	47
none	Yes	35
English, Russian, Welsh, Latin	No	
None	No	
I did learn Portuguese creole in the 1980s whilst working in West Africa for 3 years	Yes	41
Irish	No	
none	Yes	55
NONE	Yes	2
none	Yes	32
French and Spanish (Both in basic form)	Yes	3
Dutch	Yes	2
	Yes	45
	Yes	17
Studying Spanish too	Yes	20
Learning French	Yes	25
A little Spanish	Yes	27
Czech, Slovak, some German and some Russian	No	
french	No	
Portuguese & Italian	Yes	24
Basic French	Yes	5
French	No	
None	Yes	20
	Yes	33
None	Yes	50
none	Yes	17
French	Yes	20
Italian	Yes	15
german	Yes	30
None	Yes	31
Telugu, Tami,l, Hindi, Marathi and some German.	No	
Spanish	Yes	20
	Yes	20
Irish and French	Yes	2
English	No	
Dutch, French, German, a little Russian	Yes	45
German, Lithuanian	Yes	10
Japanese	No	
None	Yes	10
German	Yes	10
Italian (basic)	Yes	35
Spanish English French	Yes	15
None	No	
none	Yes	46

French, German	Yes	35
SCots	No	
A little Spanish and a little Dutch.	No	
Italian	Yes	27
None	Yes	36
Basic french,german	Yes	26
n.a	Yes	20
	Yes	45
none	No	
German	Yes	50
none	Yes	38
N/A	Yes	11
English, Spanish	Yes	12
None	Yes	30
spanish	No	
	Yes	30
None	Yes	41
none	No	
learning french	Yes	25
German, English, Italian	Yes	20
Spanish	No	
	Yes	16
None	No	
English , Some German	Yes	25
a little French	Yes	8
French	Yes	1
French	Yes	25
none	Yes	30
Italian	Yes	20
Afrikaans, some French and Creole	No	
	Yes	5
None	Yes	60
spanish (a little)	Yes	3
None	Yes	50
None	Yes	30
French and spanish	Yes	50
some French	Yes	29
learning 1194 Spanish	Yes	20
French, Japanese	Yes	30
None	Yes	17
some French	Yes	40
No other languages	Yes	15
none	Yes	25
none	Yes	20
french	Yes	10
a little French!	Yes	48
none	Yes	40
	Yes	9
None	No	
	No	
	Yes	45
French	Yes	23
afrikaans	No	

None
only a bit of french

Yes
Yes

50
1

q2	q3	q4	q5
	10	0	Yes
2	0	60	No
0			
	0	0	No
4			
	153	30	Yes
4		60	No
1	10	10	No
5	10	20	Yes
5	10	30	Sometimes
4	10	0	Yes
	3	6	No
	10		Yes
4	60	30	Yes
	15	0	No
3	0	0	Yes
1	0	0	No
2	45	45	Sometimes
3	10	30	Sometimes
1	10	20	No
5	10		Yes
5			Yes
1			Yes
5	5	5	Yes
7	10	10	Yes
	10	15	Yes

q6

I am not sure the time frame that you are asking. Anyway I would say 10 minutes a week
I find the on line method unnerving not being able to see the other people

Have only participated in 1 online tutorial

I find it very satisfying speak the language, hopefully in an authentic manner.

I cannot access Elluminate at all and have been unable to attend any online tutorials.

I don't enjoy the online experience at all.

It provides an opportunity for the tutor to correct errors in pronunciation that the student may not be aware of.

I have quite A GOOD UNDERSTANDING OF WRITTEN FRENCH BUT VERY POOR PRONUNCIATION. I FEEL THAT [FOR ME] THE TOTAL FOCUS SHOULD BE ON PRONUNCIATION. I FIND IT VERY DIFFICULT AND WITH FRENCH, A TOUCH EMBARRASSING WHEN I HAVE TO CONTORT MY VOICE TO GET VAGUELY CLOSE TO THE CORRECT SOUND.

I enjoy learning the correct pronunciation from the teacher

Nobody actually is learned French pronunciation, on my group everybody was treated as one who knows how to speak. Sometimes we are corrected if we say something utterly wrong.

I have major problems with my pronunciation.

I have only fully participated in one on line tutorial as I had difficulties with internet connection. They are useful with help with pronunciation.

I dont have much opportunity to attend and rely on the other material which I find very difficult to use for this purposed it is so very precise. tonight was the first on line pronunciation tutorial and it was invaluable . i would like more of the same

easier to talk rather than read the words

It is more difficuly online because you have to wait your turn whilst other students are speaking. However, all practice is valuable and Elluminate sessions are another chance to sharpen your skills.

I feel that the online tutorials are of litle value and do not help much.

If one does not enjoy it then one is studying the wrong subject. It clarifies pronunciation to see the tutor making shapes with her mouth. It is also useful to get immediate feedback.

It is the only opportunity (apart from face to face tutorials) to practice the 'spoken' language.

It is important to get the tone and pronunciation right. I find it easy to get this right once I have heard it spoken.

For me, it's the main benefit of the online tutorials, hearing how the tutor pronounces words and having him/her correct me and the other students.

It is not a question of enjoying it - but it is very helpful, and also essential.

	10	20	Yes	I feel it is a vital component to learning
2	40	0	Yes	I want to be able to pronounce the words correctly
				I have never participated in an online tutorial. I don't feel confident in using Elluminate and when I called the OU computer department to ask if they would go through it with me they said it is not something they would help with. I am planning to participate in the next tutorial on the 9th of June as I do feel I am missing out.
1	0	180	No	I realize that the pronunciation is the key to being understood and that I really want to speak the language as good as I am able
	60		Yes	Sometimes the fact that technology isn't always reliable means that communication can be slow with long pauses when, for example, a participant is experiencing problems with their microphone.
3	60		Sometimes	
5				
1	5	15	Yes	Because I have no other opportunity to find out if my pronunciation is correct.
2			Yes	I like to be able to be understood when i'm speaking french
3			Yes	
1	10		Sometimes	Good apart from the technical side
				It's really helpful to correct as you go along. Not being afraid to make mistakes is important but no point pronouncing things wrongly and not knowing
5	10	30	Yes	I find watching someone speak (the mouth shapes etc) very helpful and the speaking part of the tutorials flow better and tend to also include a more lighthearted element which relaxes people I think
2	30	45	Sometimes	I have not actually timed how many minutes I devote to pronunciation in my online tutorials. I do not attend face-to-face tutorials. I said 'sometimes' because of various factors such as microphone connections or internet problems during the tutorials.
			Sometimes	
3			No	I haven't been to any of the online or face to face tutorials
				When I have been behind in my studies I lack confidence and tend to get lost a little online. I think face-to-face is different as its easier to let the tutor know. As its only 1 hour online it is obviously going to be less time speaking as everyone takes turns. Also, face-to-face tutorials tend to be longer so therefore you would have more opportunity to speak more.
4	10	20	Sometimes	Online is frequent and still very beneficial.
7			Sometimes	
				It is really helpful and rewarding but only when the audio from all the people invol in the class works perfectly. I have notice that mouth microphones are better that open microphones. You can detect the different sounds you need to pronounce better.
	40	60	Sometimes	
11			Sometimes	Sound quality of Elluminate is not always clear.
5	5		Yes	It helps you sound more natural.
				Firstly, I find it hard to attend tutorials and the course mateial says they are optional so I had taken that at face value. My tutor is native French, but doesn't often correct pronunciation in tutorials. When there are more people on the tutorial it is easier for her to make a general point- if there are only two people with working equipment she doesn't want to discourage us. I hear the other person making uncorrected mistakes and worry if I am as well.
			Sometimes	
1	20	20	Sometimes	Because you can't see the tutor's facial expression, it is sometimes difficult to "hear" pronunciation

5	15	15	Sometimes	it is difficult to mimic a sound if you cannot see the mouth of the native speaker
3	20	30	No	I find the technology clunky, unreliable and slow. Face to face tutorials are much better.
3			Yes	Online tutorials are useful to improve pronunciation
5	60	150	Yes	builds confidence interact with other pupils
5	10	10	No	The sound is not clear enough and I cannot see the mouth movements of my tutor. It is difficult to copy something I can't see.
	5	5	Sometimes	We haven't spent much time on pronunciation so it's difficult to answer.
1	0		Yes	Well, I enjoy any opportunity to improve my French.
				I have found it difficult attending inline tutorials as they are during the week at a time I find difficult to attend with work etc.
5			No	Face to face is still better for pronunciation practice as elluminate system has technical problems at times which wastes time during your tutorials.
2	30	45	Yes	I dont like using the online system as i must use it publicly and am too embarrassed to use it at work. Also i find the fact i prefer to do it in a class situation so i can learn from others.
6	0	0	No	It helps to clarify where I am going wrong in my pronunciation
3	30	5	Yes	I generally enjoy the learning of pronunciation, however sometimes it gets lost with trying to remember verb configurations etc.
	15		Yes	The tutor controls the session in an excellent way and involves all the tutorial participants in the discussions
5	50	100	Yes	If you speak the words correctly people will understand you more easily
2	5	0	Yes	I am usually unable to attend the online tutorials due to me working shifts and them clashing with class times. My tutor is based 3.5 hours away from me so I am unable to attend face to face tutorials also.
2			Yes	on-line tutorials/Elluminate is useless for learning languages. Nothing beats the face to face experience. on Elluminate the majority of time is spend on "technical difficulties" with people's computers, microphones, understanding the system, etc.
2	5	60	No	I find it beneficial to know how to correctly say something, otherwise wouldn't necessarily know how to pronounce a word/phrase
2	30	45	Yes	Have not done the tutorials
	0	0	No	It is a good opportunity to practice.
55	330		Yes	It is difficult to judge how many minutes are devoted to pronunciation during online and face to face tutorials because it depends on the number of students who are present and whether we encounter any problems. All mis-pronunciation is corrected
3			Yes	enthusiastic tutor
	10	0	Yes	one of the limited opportunities that i get to practice speaking were someone can correct me
4	60	150	Yes	I always wanted to be able to speack further languages and i really like the French language.
3	15	20	Yes	It's very difficult to answer the above questions as pronunciation isn't usually dealt with that much in the Elluminate tutorials but if students speak and do not pronounce something properly the tutor will correct them.
	5	10	Yes	

7			Sometimes	I have found it difficult to attend some of the online tutorials due to work commitments at the moment.
	0	0	Sometimes	I joined the first two on-line tutorials of this course and found that all or nearly all the other students had studied French before and were already far ahead of me in pronunciation - though this is more a comment on the course - which I think should be called false beginners rather than beginners - than the use of online tutorials, which I think are a good idea. Due to time restrictions and work commitments I cannot participate in on-line tutorials so I am working on pronunciation alone...
5	0		Yes	My tutor always tries to give you confidence, with the little time she has got.
5	5	5	Yes	It was useful, but sometimes embarrassing as I got things wrong.
1	120	240	Sometimes	
6			Yes	
2	10	20	Yes	WE do spend time on pronunciation but its pretty hard to give a precise time .
2	60	0	Yes	It is a good way to practise.
	60	15	No	Do not like Elluminate. It wastes a lot of time. People log on, cannot hear, the Tutor cannot hear them and I find it a disaster. I have only attended 2 online tutorials and feel that the benefit gained was not worth the time and effort spent and so have not bothered with the others. I was only able to attend the first face to face tutorial and this was much more useful but unfortunately so far I have not been able to attend any of the others as I have been on holiday.
1	0		No	I can't answer the first two questions because I don't know whether 'you' refers to me personally or the tutorial group as a whole. Q3 - Answer is 'yes' because I love the sounds of languages and dialects.
4			Yes	
2			Yes	
5			Sometimes	I have only been able to participate in one each of face-to-face and online tutorials. I am abroad a lot and spend a considerable amount of time in France and I tend to fine tune my pronunciation there.
5	30	20	Yes	I want to speak French properly in French-speaking countries. Great to hear the tutor, and improve confidence within this on-line environment
5	60	120	Yes	It is good to learn pronunciation on line, but I must admit, I think it is easier to grasp the sound face-to-face, because there is no computer noise interference.
9	30	30	Yes	The tutor corrected me and asked me to repeat "euro" I have great difficulty with this word, can't seem to get my mouth around it. It was fun trying and the tutor was nice.
1			Yes	Correct pronunciation is essential!
6	0	10	Yes	In the absence of face to face speaking practice, it gives an idenpendent learner a chance to practice important skills
2			Yes	I cant deal with Elluminate as I am not very computer literate, and I have an eye condition which makes it hard to be on the computer for long.
5	0	30	No	The sound can sometime make online tutorials difficult with sound breaking up, being muffled or lots of background interference.
1	30	60	Sometimes	Contact with others
4	10	20	Yes	I havnt been to a tutorial
4			No	helps with learning how to speak
1	30	30	Yes	Need to be understood! However, we don't spend a lot of time
5	2	5	Yes	

5	0	10	Sometimes
5	0	0	No
			Yes
		30	Yes

5	5		No
4	15	15	Yes
			Yes

4			No
---	--	--	----

2	60		Yes
---	----	--	-----

specifically on pronunciation.

rarely find the time for online tutorials

I have not used the online tutorials system.

Pronunciation is integral to tutorials, and any estimate in minutes would not really be meaningful.

too difficult to focus on pronunciation without face-to-face support and with the challenges of using software, microphone etc

The initial Elluminate on-line session was very offputting. Supposed to be a beginners class but two students sounded already fluent in the language, thought I must have signed up for the wrong course. I found the technical side very stressful and haven't signed on since although I realise I shall have to get up to speed for the speaking test. never done a face to face tutorial but pronunciation is very important and the tutor always corrects mine if I make a mistake so I am improving

q7	q8_1	q8_2	q8_3	q9_1	q9_2	q9_3
Mainly French	3	1	2	Quite difficult	Quite difficult	Very easy
50/50	1	3	2	Quite difficult	Quite difficult	Quite difficult
Mainly French	1	2	3	Quite easy	Quite easy	Quite easy
50/50	1	3	2	Quite easy	Very easy	Very easy
Mainly French	3	2	1	Very easy	Quite easy	Quite easy
50/50	2	3	1	Quite easy	Quite easy	Quite easy
Mainly French	3	1	2	Quite easy	Quite easy	Quite easy
50/50	3	1	2	Very easy	Very difficult	Quite easy
50/50	1	3	2	Quite easy	Quite easy	Quite easy
Mainly English	3	1	2	Very difficult	Quite difficult	Very easy
50/50	3	1	2	Quite difficult	Quite difficult	Quite difficult
50/50	2	1	3	Quite difficult	Very difficult	Quite difficult
50/50	2	1	3	Quite easy	Very difficult	Quite easy
50/50	1	2	3	Quite easy	Quite easy	Quite difficult
50/50	1	3	2	Quite difficult	Very easy	Very easy
50/50	1	2	3	Quite difficult	Quite easy	Quite difficult
50/50	1	3	2	Quite easy	Very easy	Quite easy
Mainly English	1	3	2	Quite easy	Quite easy	Quite easy

50/50	1	2	3	Quite difficult	Quite easy	Quite easy
50/50	2	1	3	Very easy	Very easy	Very easy
50/50	1	3	2	Quite easy	Very easy	Quite easy
Mainly French	1	2	3	Very easy	Quite easy	Very easy
Mainly French	2	1	3	Quite easy	Quite easy	Quite easy
50/50	1	3	2	Very easy	Very easy	Quite easy
50/50	1	3	2	Quite difficult	Quite easy	Quite difficult
50/50	3	2	1	Quite easy	Quite easy	Quite difficult
50/50	1	3	2	Quite easy	Quite easy	Quite difficult
50/50	1	2	3	Quite easy	Quite difficult	Very difficult
50/50	1	2	3	Very easy	Very easy	Very easy
50/50	1	2	3	Very easy	Very easy	Very easy
50/50	2	1	3	Quite difficult	Quite easy	Quite easy
50/50	2	1	3	Quite difficult	Quite difficult	Quite easy
Mainly French	1	3	2	Very easy	Quite easy	Quite easy
50/50	3	1	2	Very easy	Very easy	Quite easy
50/50	1	2	3	Very easy	Very easy	Very easy
50/50	2	1	3	Quite easy	Quite easy	Quite easy
50/50	2	1	3	Quite difficult	Quite difficult	Quite difficult
Mainly French	1	2	3	Very easy	Very easy	Quite easy
50/50	2	1	3	Very easy	Quite easy	Very easy
Mainly French	1	3	2	Very easy	Very easy	Very easy
Mainly French	1	3	2	Very easy	Very easy	Very easy
Mainly English	1	3	2			
50/50	2	1	3	Quite easy	Very easy	Very easy
Mainly French	1	2	3	Quite easy	Quite easy	Quite easy
Mainly French	3	1	2	Quite difficult	Quite difficult	Quite easy
50/50	3	1	2	Quite difficult	Very easy	Very easy
50/50	2	3	1	Very easy	Very easy	Very easy
Mainly English	2	1	3	Quite easy	Quite easy	Quite easy
Mainly French	2	1	3	Quite difficult	Quite difficult	Quite easy
50/50	1	3	2	Very easy	Very easy	Very easy
50/50	3	2	1	Very easy	Quite easy	Very easy
Mainly French	3	1	2	Quite difficult	Quite easy	Quite difficult

Mainly French	1	2	3	Quite easy	Quite easy	Quite easy
Mainly English	1	2	3	Quite easy	Quite easy	Quite difficult
50/50	1	2	3	Quite easy	Quite easy	Quite easy
Mainly French	2	3	1	Very easy	Very easy	Very easy
50/50	1	3	2	Quite difficult	Quite difficult	Quite difficult
50/50	1	3	2	Quite difficult	Very easy	Quite easy
50/50	2	1	3	Quite easy	Quite easy	Very difficult
50/50	1	2	3	Quite difficult	Quite easy	Very difficult
50/50	1	2	3	Quite difficult	Quite difficult	Quite easy
Mainly French	3	1	2	Very easy	Very easy	Very easy
50/50	2	1	3	Quite difficult	Quite difficult	Quite difficult
Mainly French	1	3	2	Quite easy	Quite difficult	Quite easy
50/50	3	1	2	Quite easy	Very difficult	Quite easy
50/50	2	1	3	Quite difficult	Quite easy	Quite easy
50/50	3	1	2	Very easy	Quite difficult	Quite easy
Mainly French	1	2	3	Quite difficult	Quite easy	Quite difficult
Mainly French	2	3	1	Very easy	Very easy	Very easy
50/50	3	1	2	Quite easy	Quite easy	Quite difficult
Mainly French	2	1	3	Quite difficult	Quite easy	Quite easy
50/50	1	2	3	Quite easy	Quite easy	Quite difficult
Mainly English	1	3	2	Quite difficult	Quite easy	Quite easy
Mainly French	2	1	3	Quite easy	Quite difficult	Quite easy
50/50	1	2	3	Quite easy	Quite easy	Quite easy
Mainly French	1	3	2	Quite easy	Quite easy	Quite difficult
50/50	2	3	1	Very easy	Quite easy	Quite easy
50/50	3	2	1	Quite difficult	Quite difficult	Quite easy
50/50	1	3	2	Quite easy	Quite easy	Quite easy
Mainly French	1	2	3	Very easy	Very easy	Very easy
50/50	2	3	1	Very easy	Very easy	Very easy
Mainly French	1	2	3	Quite difficult	Quite easy	Quite difficult
Mainly English	1	3	2	Quite easy	Very easy	Quite easy

Mainly French	1	3	2	Very easy	Very easy	Very easy
50/50	2	3	1	Very easy	Quite easy	Quite easy
Mainly French	1	2	3	Quite easy	Quite easy	Quite easy
50/50	3	1	2	Quite easy	Quite difficult	Quite difficult
Mainly French	1	2	3	Quite difficult	Quite difficult	Quite difficult
Mainly French	1	3	2	Quite difficult	Quite easy	Quite easy
Mainly French	3	1	2	Quite difficult	Quite difficult	Quite easy
50/50	1	3	2	Quite easy	Quite easy	Quite easy
50/50	2	1	3	Quite easy	Quite easy	Quite easy
50/50	2	1	3	Quite easy	Quite easy	Quite difficult
50/50	1	3	2	Very easy	Quite easy	Quite easy
50/50	1	2	3	Very easy	Very easy	Quite easy
Mainly French	1	2	3	Quite easy	Very easy	Quite easy
Mainly English	1	2	3	Very easy	Quite easy	Very easy
Mainly French	2	1	3	Quite easy	Quite easy	Quite easy
Mainly French	2	1	3	Very easy	Very easy	Quite easy

q9_4	q9_5	q9_6	q9_7	q9_8	q9_9	q9_10
Quite difficult	Quite difficult	Very difficult	Very easy	Very easy	Quite easy	Quite easy
Quite difficult	Quite easy	Quite easy	Quite difficult	Quite easy	Quite difficult	Quite difficult
Quite easy	Quite easy	Quite difficult	Quite difficult	Quite easy	Quite difficult	Quite difficult
Quite easy	Very easy	Quite difficult	Quite easy	Quite easy	Quite easy	Quite easy
Very easy	Very easy	Quite easy	Very easy	Quite easy	Quite easy	Quite easy
Quite easy	Quite easy	Quite easy	Quite easy	Quite easy	Quite easy	Quite easy
Quite easy	Quite easy	Quite difficult	Quite easy	Quite easy	Quite easy	Quite easy
Quite difficult	Very easy	Very easy	Quite difficult	Quite easy	Quite easy	Quite difficult
Quite easy	Quite easy	Quite easy	Quite easy	Quite easy	Quite difficult	Quite easy
Quite easy	Very difficult	Very difficult	Very difficult	Very difficult	Very difficult	Quite difficult
Quite difficult	Quite easy	Quite easy	Quite difficult	Quite difficult	Quite easy	Quite difficult
Quite easy	Quite difficult	Very difficult	Very difficult	Quite difficult	Quite difficult	Quite difficult
Quite easy	Quite easy	Quite easy	Quite easy	Quite easy	Very easy	Very difficult
Quite difficult	Very easy	Quite easy	Very easy	Very easy	Very easy	Very easy

[illegible]

[illegible]

Quite difficult	Quite easy	Quite difficult	Quite easy	Quite easy	Quite easy Very difficult	Quite difficult
Quite easy	Quite easy	Quite easy	Quite easy	Quite easy	Quite easy	Quite easy
Very easy	Very easy	Very easy	Very easy	Very easy	Quite easy	Very easy
Very easy	Very easy	Very easy	Very easy	Very easy	Very easy	Very easy
Very difficult	Quite easy	Quite easy Quite difficult	Quite easy	Quite easy	Quite easy Quite difficult	Quite easy
Very easy	Very easy	Very easy	Quite easy	Quite easy	Very easy	Quite easy
Very easy	Very easy	Quite difficult	Very easy	Very easy	Very easy	Very easy
Quite easy	Quite easy	Quite difficult	Quite easy	Very easy	Quite easy Quite difficult	Very easy
Quite easy	Quite easy	Quite easy	Quite easy	Quite easy	Quite difficult	Quite easy
Quite difficult	Very easy	Very easy Quite difficult	Very easy	Very easy	Quite easy Quite difficult	Quite easy
Quite easy	Quite easy	Quite difficult	Quite easy	Quite easy	Quite difficult	Quite easy
Quite easy	Quite easy	Quite easy	Quite easy Quite difficult	Quite easy	Quite difficult	Very easy Quite difficult
Quite easy	Quite easy	Quite easy	Quite difficult	Quite easy	Quite difficult	Quite easy
Quite difficult	Quite easy	Quite easy	Quite difficult	Quite easy	Quite difficult	Quite difficult
Quite difficult	Quite difficult	Quite difficult	Quite difficult	Quite easy	Very difficult	Quite difficult
Quite difficult	Very easy	Very easy Quite difficult	Very easy	Very easy Quite difficult	Quite easy	Very easy
Quite easy	Quite easy	Quite difficult	Quite easy	Quite difficult	Quite easy	Quite easy
Quite difficult	Quite easy	Quite easy	Very easy	Very easy	Quite easy	Quite easy
Very easy	Quite easy	Very easy Quite difficult	Very easy	Very easy	Quite easy Quite difficult	Very easy Quite difficult
Quite easy	Quite easy	difficult	Quite easy Very difficult	Quite easy Very difficult	difficult Quite difficult	difficult Very easy

q10_1	+AK1:AS52q10_2	q10_3	q10_4	q10_5	q11_1	q11_2
fla	Ja	gra	chi	tion	moi	Vous
inf	Jam	pho	mach	atten	all equal	certain

flam	ique	graph	mach	tent	C'est moi	certain
flam	Jam	to	Ma	Att	moi	certain
toire	Jam	phie	chine	tion	moi	certain
toire	maique	phie	mach	ten	moi	certain
OIRE	MAIQ	GRAPH	CHINE	TENT	MOI	CERTAIN
toire	mai	phie	ine	ten	moi	certain
toire	Yque	phie	chine	tion	moi	certain
toire	ique	phie	ine	tion	l'ai fait	certain
oire	que	phie	ine	tion	fait	certain

An toir flam	Jam jam	graph phie	mac chine	tion tend	C'est fait moi	certain certain
flam mat	jam que	photo Pho	ma chi	ten tten	moi moi	etes certain
toire toire toire lam toire ma toire in ti-in flam ...toire	aique Jam jam jam ique mai que maiq Jam aique Jam..	aphie graph graphie gra phie phie ie tog graph tog ...phie	ine Mach mach ma ine ma ine mach mach Mach mach..	ten ten tion ion ten att tion att tent ten tent...	moi qui moi, fait C'est moi moi moi fait moi moi moi qui l'ait moi.....fait	certain certain certain Certain certain certain certain certain? etes etes
flam	mai	phie	chine	ten	moi	certain
flam toire toire toire toire	jam La que maique mai aique	graph Pho graph photo phie	ma Ma mach mach mach	tten At/ion atten ion ten	moi l'ai l'ai fait moi moi moi and fait	etes êtes certain certain certain
inflammatoire toire toire Flam toire anti	maique mai maique ique maique maique	phie hie graphie Tog graphie gra	Ma ma ine Ma chi chine	tten tion tion A tion ten	moi moi qui moi moi moi	êtes certain certain certain etes certain
anti Anti flam toire	Jam Jam aique ma	phie Photo phot togra	chine Mach chine chi	Att Att ten tte	moi moi moi moi ai	Vous etes vous certain et tain
toire toire	aique maique	ie phie	chine ine	tion on	moi moi fait	tain certain
flam toire	Jam maique	phot phie	ma chine	A tion	moi moi	certain êtes
toire toire flam toire am toire ti anti flam toire In	que Jam jam ique ai jam maique ja jam jam Mai	phie photo graph phie oto phie gra photo graph phot Tog	ine mach Ma ine ch chi chine ma chine ma Chine	tion att att ion tt tion ten a att tion Ten	moi moi moi moi fait moi moi moi Moi	certain certain certain certain certain certain certain etes certain Certain

in	Jam	graph	chine	tion	moi fait	certain
flam	jam	ie	ma	ten	fait	certain
flam	jam	graph	ma	ten	qui	vous etes
toire	Jam	graphie	Ma	tion	fait	Vous
mat	jam	graph	chine	tion	moi	certain
toire	jam	phie	Ma	tion	c'est moi	certain

oire	i	phie	chi	tion	c'est l'ai	etes certain
Ant in flam		Pho to graph	Ma	A ten		
toire	aiq	ie	chine	tion	moi	certain?
toire	aiq	ie	ach	sion	moi	certain

flam	jam	phot	mach	ten	moi	vous
toire	que	photo	mach	tion	fait	certain
flam	ma	gra	ma	ten	qui fait	vous etes

in	Ja	gra	ma	A	qui	etes
----	----	-----	----	---	-----	------

oire	aique	graph	ine	en	moi	certain
toire	ai	phie	chi	ion	moi	certain
flam	ique	graph	chine	ten	moi	certain
flam	aïque	gra	aci	ten	fait	certain
ti toire	aique	phie	chine	tion	moi	certain
flam	mai	graph	ma	ten	moi	certain
flam	maiq	graph	chine	tent	moi fait	etes cetain
toire	ai	phie	chine	tion	moi	certain

toire	Jam	phie	chi	ti	fait	Vous certain
flam	mai	ie	ine	ten	moi, fait	certain
toire	que	photo	chine	tion	moi	certain
oire	mai	ie	mac	ion	moi	etes

anti - in	que	graphie	chine	att	qui	vous
i	a	i	i	n	moi	certain
mat	maique	graph	chine	tion	qui l'ai	certain
flam	jam	graph	mach	tion	moi	certain
toire	maique	tog	chine	ten	moi	certain
t	J	g	i	t	C'est moi	vous etes
oire	aique	phie	chine	ten	moi, l'ait	certain
oire	jam	phie	mach	att	moi	caertain
toire	ja	gra	ma	tion	moi	certain
in	Jam	tog	Ma	ten	C'est moi	certain
ti ma toire	jam e	phie	ine	tion	moi	etes tain

q11_3	q11_4	q12	q13_1	q13_2	q13_3
venez	une	extrovert?	Very occasionally	Sometimes	Never
?	all equal	shy?	Always	Very occasionally	Very occasionally

venez-vous	un tranche	extrovert?	Very occasionally	Sometimes	Never
------------	------------	------------	-------------------	-----------	-------

venez-vous	tranche	shy?	Not applicable	Not applicable	Not applicable
D'ou	tranche	shy?	Sometimes	Sometimes	Very occasionally
ou	mange	shy?	Very occasionally	Sometimes	Never
D'OU	GATEAU	shy?	Sometimes	Very occasionally	Sometimes
vous	tranche	Prefer not to say	Never	Never	Never
D'où	mange	extrovert?	Very occasionally	Very occasionally	Very occasionally
D'où	tranche de gâteau	shy?	Always	Never	Very occasionally
vous	gâteau	shy?	Sometimes	Never	Very occasionally
vous	mange gâteau	Prefer not to say	Always	Never	Sometimes
vous	gâteau	shy?	Always	Sometimes	Sometimes
venez	tranche	shy?	Sometimes	Never	Very occasionally
Ou	tranche	extrovert?	Sometimes	Very occasionally	Very occasionally
vous	tranche	extrovert?	Never	Sometimes	Never
vous	tranche	shy?	Sometimes	Very occasionally	Never
vous	mange, gâteau	extrovert?	Sometimes	Sometimes	Never
vous	mange	extrovert?	Never	Very occasionally	Never
ou	mange gâteau	shy?	Very occasionally	Sometimes	Never
D'ou	tranche	shy?	Sometimes	Never	Very occasionally
vous	tranche	extrovert?	Very occasionally	Very occasionally	Very occasionally
d'ou	une	shy?	Sometimes	occasionally	Sometimes
venez-vous?	tranche	shy?	Not applicable	Not applicable	Not applicable
venez	mange tranche	extrovert?	Always	Sometimes	Very occasionally
venez-....	mange.....tranche	Prefer not to say	Sometimes	Never	Sometimes
D'ou	mange	shy?	Always	Very occasionally	Sometimes
venez	mange	shy?	Not applicable	Not applicable	Not applicable
D'où	mange	shy?	Very occasionally	Sometimes	Very occasionally
vous	tranche	shy?	Always	Sometimes	Sometimes
d'ou	gâteau	extrovert?	Sometimes	Sometimes	Very occasionally
D'où	mange	shy?	Always	Sometimes	Never
-vous	tranche	extrovert?	Very	Sometimes	Never
D'où	gâteau				

			occasionally		
vous venez	tranche gateau	extrovert? shy? Prefer not to say	Always Sometimes Very occasionally	Very occasionally Sometimes	Never Never Not applicable
d'ou D'ou d'ou	une tranche tranche une	shy? extrovert?	Always Sometimes Never	Never Sometimes Always	Never Never
D'ou	mange gateau	extrovert? Prefer not to say	Always	Very occasionally	Sometimes
d'ou	mange	Prefer not to say	Always	Sometimes	Sometimes
ou	???	Prefer not to say	Sometimes	Sometimes Very occasionally	Very occasionally
ou nez	man tra ga	shy?	Sometimes	Very occasionally	Very occasionally
D'ou ou	tranche mange gateau	extrovert? extrovert?	Very occasionally Sometimes	Sometimes Sometimes	Never Never
vous	it would depend what question this is a response to.	shy? Prefer not to say	Sometimes	Sometimes Very occasionally	Never Never
D'ou	mange	Prefer not to say	Sometimes	Sometimes Very occasionally	Never
vous venez	tranche mange	shy?	Sometimes Always Very occasionally	Sometimes Very occasionally	Very occasionally Sometimes Not applicable Very occasionally
vous ou	tranche mange	shy?	Sometimes Very occasionally	Sometimes Never	Never
d'ou venez venez	gateau une tranche	shy? shy?	Always Always	occasionally Never	Never Never Very occasionally
d'ou D'ou vous	une tranche mange tranche mange	extrovert? shy? extrovert?	Never Sometimes Sometimes	Sometimes Never Sometimes	occasionally Never Never Very occasionally
D'ou	Tranche	shy?	Sometimes	Sometimes	Very occasionally
vous	mange tranche gateau	shy?	Sometimes	Never	occasionally Not applicable
vous D'ou venez D'ou	gateau je mange gâteau	shy? extrovert?	Always Sometimes Sometimes	Never Very occasionally Sometimes	Very occasionally Never Very occasionally
d'ou	tranche	shy?	Sometimes	Sometimes Very occasionally	occasionally
vous	mange	shy?	Sometimes	occasionally	Never
D'ou vous	mange tranche gateau	extrovert?	Not	Not	Not

				applicable	applicable	applicable
venez-vous?	une tranche		Prefer not to say	Sometimes	Sometimes	Never
venez	mange					
ou	mange		extrovert?	Never	Sometimes	Sometimes
					Very	Very
vous	mange		shy?	Sometimes	occasionally	occasionally
ou	une de		shy?	Sometimes	Sometimes	Never
D'ou	mange		Prefer not to say	Always	Very occasionally	Always
venez	tranche		shy?	Sometimes	Sometimes	Never
						Very
vous	gateau		extrovert?	Sometimes	Sometimes	occasionally
			Prefer not to say	Sometimes	Sometimes	Very occasionally
D'ou	mange					Very occasionally
			extrovert?	Sometimes	Sometimes	occasionally
D'où	une		extrovert?	Sometimes	Always	Never
d'où	tranche			Very		
			shy?	occasionally	Sometimes	Never
D'où	une tranche de gâteau				Very	
			shy?	Sometimes	occasionally	Sometimes
vous	mange tranche gateau		extrovert?	Sometimes	Sometimes	Never
où	une					
venez			shy?	Sometimes	Sometimes	Never
vous	Je mange tranche gateau			Very		
			shy?	occasionally	Sometimes	Never
d'ou	mange, tranche		shy?	Sometimes	Never	Sometimes
vous	tranche		shy?			Very
						occasionally
d,ou	tranche		shy?	Sometimes	Sometimes	
vous	je		shy?	Sometimes	Very occasionally	Never
					Very	Very
vous	mange		shy?	Sometimes	occasionally	occasionally
					Very	
D'ou	une tranche		shy?	Sometimes	occasionally	Never
			Prefer not to say	Always	Very occasionally	Never
venez	mange				Very	Very
			shy?	Sometimes	occasionally	occasionally
venez	mange				Very	
venez	gateau		shy?	Sometimes	occasionally	Never
						Very
d'ou, vous	gateau		shy?	Always	Sometimes	occasionally
					Very	
vous	tranche		shy?	Always	occasionally	Sometimes
D'ou	gateau		shy?	Sometimes	Sometimes	Never
venez-				Not applicable	Not applicable	Not applicable
vous	une tranche		shy?			
			Prefer not to say	Never	Sometimes	Never
vous	de gateau					

q13_4	q13_5	q13_6	q13_7	q13_8	q14_1
Very occasionally	Never	Sometimes	Always	Very occasionally	Disagree

Very occasionally	Always	Never	Sometimes	Sometimes	Disagree
Sometimes	Sometimes	Never	Always	Never	Agree
Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable
Never	Sometimes	Sometimes	Sometimes	Sometimes	Disagree
Very occasionally	Very occasionally	Sometimes	Sometimes Very occasionally	Very occasionally	Agree
Always	Never	Sometimes	occasionally	Sometimes	Strongly agree
Very occasionally	Never	Very occasionally	Sometimes	Never	Neither agree nor disagree
Never	Never	Sometimes	Never	Never	Strongly agree
Always	Not applicable	Never	Sometimes	Always	Strongly agree
Sometimes	Never	Very occasionally	Very occasionally	Sometimes	Agree
Always	Very occasionally	Never	Never	Sometimes	Disagree
Sometimes	Always	Very occasionally	Sometimes	Sometimes	Strongly agree
Sometimes	Never	Never	Very occasionally	Very occasionally	Agree
Sometimes	Never	Very occasionally	Sometimes	Never	Disagree
Very occasionally	Never	Sometimes	Sometimes	Never	Neither agree nor disagree
Sometimes	Sometimes	occasionally	Sometimes	Never	Agree
Very occasionally	Sometimes	Always	Sometimes	Never	Neither agree nor disagree
Very occasionally	Very occasionally	Sometimes	Always	Never	Disagree
Very occasionally	Very occasionally	Sometimes	Sometimes	Never	Disagree
Sometimes	occasionally	Never	Sometimes	Always	Disagree
Sometimes	Never	Sometimes	Sometimes	Never	Agree
Sometimes	Not applicable	occasionally	Sometimes	Always	Agree
Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable
Sometimes	Sometimes	Never	Sometimes	Never	Strongly agree
Very occasionally	Never	Never	Sometimes	Always	Agree
Always	Never	Never	Very occasionally	Never	Agree
Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable
Very occasionally	Sometimes	Sometimes	Sometimes	Very occasionally	Agree
Sometimes	Sometimes	occasionally	occasionally	Sometimes	Agree
Very occasionally	Sometimes	Sometimes	Sometimes	Sometimes	Disagree

Never	Sometimes	Very occasionally	Sometimes	Very occasionally	Disagree
Never	Sometimes	Always	Sometimes	Never	Neither agree nor disagree
Very occasionally	Very occasionally	Sometimes	Very occasionally	Never	Neither agree nor disagree
Very occasionally	Sometimes	Sometimes	Sometimes	Very occasionally	
Very occasionally	Never	Never	Never	Sometimes	Neither agree nor disagree
Sometimes	Always	Sometimes	Always	Very occasionally	Agree
Never	Very occasionally	Always	Sometimes	Never	Disagree
Never	Sometimes	Never	Sometimes	Never	Strongly agree
Sometimes	Sometimes	Very occasionally	Never	Sometimes	Neither agree nor disagree
Sometimes	Very occasionally	Never	Very occasionally	Never	Agree
Very occasionally	Very occasionally	Sometimes	Sometimes	Sometimes	Agree
Never	Never	Never	Sometimes	Never	Disagree
Never	Sometimes	Never	Very occasionally	Never	Agree
Very occasionally	Not applicable	Sometimes	Sometimes	Never	Agree
Never	Sometimes	Very occasionally	Sometimes	Never	Disagree
Very occasionally	Sometimes	Sometimes	Sometimes	Very occasionally	Agree
Always	Never	Never	Very occasionally	Always	Agree
Very occasionally	Not applicable	Sometimes	Sometimes	Not applicable	Agree
Very occasionally	Never	Never	Sometimes	Never	Agree
Very occasionally	Sometimes	Sometimes	Sometimes	Never	Disagree
Sometimes	Very occasionally	Never	Sometimes	Always	Agree
Always	occasionally	Very occasionally	Sometimes	Always	Strongly agree
Never	Sometimes	Sometimes	Sometimes	Never	Strongly agree
Sometimes	occasionally	Never	Sometimes	Very occasionally	Strongly agree
Very occasionally	Sometimes	Sometimes	Sometimes	Very occasionally	
Very occasionally	Sometimes	Sometimes	Sometimes	Very occasionally	Disagree
Very occasionally	Never	Never	Very occasionally	Sometimes	Agree
Always	Never	Never	occasionally	Always	Agree
Very occasionally	Sometimes	Sometimes	Sometimes	Not applicable	Strongly agree

Sometimes	Always	Sometimes	Sometimes	Never	Agree
Very occasionally	Sometimes	Sometimes	Sometimes	Never	Agree
Never	Never	Never	Sometimes	Sometimes	Disagree
Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable
Never	Sometimes	Sometimes	Always	Never	Agree
Very occasionally	Never	Always	Sometimes	Never	Disagree
Sometimes	Sometimes	Sometimes	Sometimes	Very occasionally	Agree
Very occasionally	Sometimes	Sometimes	Always	Never	Agree
Sometimes	Never	Never	Sometimes	Not applicable	Neither agree nor disagree
Very occasionally	Sometimes	Sometimes	Very occasionally	Never	Disagree
Very occasionally	Sometimes	Sometimes	Sometimes	Never	Disagree
Sometimes	Not applicable	Sometimes	Sometimes	Never	Agree
Never	Very occasionally	Sometimes	Sometimes	Never	Agree
Never	Sometimes	Always	Sometimes	Never	Neither agree nor disagree
Very occasionally	Never	Always	Sometimes	Very occasionally	Neither agree nor disagree
Sometimes	Never	Never	Sometimes	Never	Neither agree nor disagree
Very occasionally	Never	Sometimes	Sometimes	Sometimes	Disagree
Very occasionally	Very occasionally	Sometimes	Sometimes	Never	Agree
Very occasionally	Never	Never	Very occasionally	Never	Agree
Sometimes	Not applicable	Never	Very occasionally	Sometimes	Agree
Very occasionally	Sometimes	Sometimes	Sometimes	Never	Agree
Sometimes	Never	Never	Sometimes	Very occasionally	Neither agree nor disagree
Sometimes	Very occasionally	Sometimes	Sometimes	Never	Agree
Sometimes	Very occasionally	Very occasionally	Sometimes	Never	Agree
Very occasionally	Very occasionally	Sometimes	Very occasionally	Never	Not applicable
Sometimes	Sometimes	Sometimes	Sometimes	Sometimes	Agree
Very occasionally	Sometimes	Always	Always	Never	Agree
Very occasionally	Never	Never	Very occasionally	Never	Strongly agree
Sometimes	Sometimes	Never	Sometimes	Sometimes	Agree
Not applicable	Very occasionally	Sometimes	Sometimes	Very occasionally	Neither agree nor disagree
Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable

Never	Very occasionally	Very occasionally	Sometimes	Never	Neither agree nor disagree	
q14_2	q14_3	q14_4	q14_5	q14_6	q14_7	q14_8
Agree	Disagree	Strongly disagree	Neither agree nor disagree	Agree Strongly disagree	Neither agree nor disagree Strongly disagree	Disagree Neither agree nor disagree
Disagree	Agree	Agree	Agree			
Agree	Strongly agree	Agree	Agree	Neither agree nor disagree	Disagree	Disagree
Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable
Agree	Neither agree nor disagree	Neither agree nor disagree	Strongly disagree	Strongly agree	Agree	Disagree
Agree	Neither agree nor disagree	Disagree	Disagree	Neither agree nor disagree	Neither agree nor disagree	Neither agree nor disagree
Disagree	Agree	Agree	Disagree	Strongly disagree	Strongly disagree	Neither agree nor disagree
Agree	Agree	Disagree	Disagree	Neither agree nor disagree	Disagree	Disagree
Agree	Agree	Neither agree nor disagree	Agree	Strongly agree	Strongly disagree	Strongly disagree
Disagree	Strongly agree	Strongly agree	Strongly agree	Disagree	Disagree	Neither agree nor disagree
Neither agree nor disagree	Agree	Agree	Disagree	Strongly disagree	Disagree	Strongly disagree
Strongly disagree	Agree	Agree	Agree	Disagree	Strongly disagree	Disagree
Strongly agree	Neither agree nor disagree	Neither agree nor disagree	Neither agree nor disagree	Agree	Disagree	Neither agree nor disagree
Agree	Disagree	Disagree	Disagree	Neither agree nor disagree	Neither agree nor disagree	Disagree
Agree	Disagree	Disagree	Disagree	Disagree	Agree	Disagree
Disagree	Strongly disagree	Neither agree nor disagree	Disagree	Strongly disagree	Agree	Strongly disagree
Disagree	Agree	Disagree	Disagree	Disagree	Agree	Strongly disagree
Neither agree nor disagree	Agree	Disagree	Strongly disagree	Strongly agree	Agree	Disagree
Agree	Disagree	Disagree	Disagree	Agree	Neither agree nor disagree	Disagree
Neither agree nor disagree	Disagree	Disagree	Disagree	Disagree	Agree	Strongly disagree
Disagree	Disagree	Neither agree nor disagree	Neither agree nor disagree	Disagree	Neither agree nor disagree	Strongly disagree
Neither agree nor disagree	Agree	Agree	Disagree	Disagree	Neither agree nor disagree	Disagree
Disagree	Agree	Neither agree nor disagree	Neither agree nor disagree	Disagree	Neither agree nor disagree	Neither agree nor disagree
Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable
Disagree	Disagree	Disagree	Disagree	Agree	Neither agree nor disagree	Disagree

Neither agree nor disagree	Agree	Agree	Disagree	Disagree	Disagree	Strongly disagree
Neither agree nor disagree	Strongly agree	Agree	Disagree	Strongly disagree	Disagree	Strongly disagree
Not applicable	Not applicable	Not applicable	Not applicable	Agree	Not applicable	Strongly disagree
Disagree	Agree	Neither agree nor disagree	Disagree	Neither agree nor disagree	Neither agree nor disagree	Neither agree nor disagree
Neither agree nor disagree	Strongly agree	Agree	Neither agree nor disagree	Neither agree nor disagree	Disagree	Neither agree nor disagree
Agree	Agree	Agree	Disagree	Neither agree nor disagree	Neither agree nor disagree	Disagree
Agree	Agree	Disagree	Disagree	Neither agree nor disagree	Agree	Strongly disagree
Agree	Neither agree nor disagree	Disagree	Strongly disagree	Agree	Agree	Strongly agree
Neither agree nor disagree	Agree	Agree	Disagree	Disagree	Neither agree nor disagree	Neither agree nor disagree
Strongly disagree	Agree	Agree	Neither agree nor disagree	Strongly disagree	Disagree	Neither agree nor disagree
Strongly disagree	Neither agree nor disagree	Disagree	Disagree	Neither agree nor disagree	Strongly agree	Disagree
Agree	Strongly disagree	Strongly disagree	Strongly disagree	Strongly agree	Strongly agree	Disagree
Disagree	Strongly agree	Agree	Strongly disagree	Disagree	Strongly disagree	Disagree
Agree	Agree	Agree	Neither agree nor disagree	Neither agree nor disagree	Neither agree nor disagree	Agree
Strongly disagree	Agree	Neither agree nor disagree	Agree	Agree	Disagree	Disagree
Disagree	Neither agree nor disagree	Disagree	Disagree	Agree	Neither agree nor disagree	Neither agree nor disagree
Neither agree nor disagree	Strongly agree	Disagree	Disagree	Agree	Agree	Disagree
Neither agree nor disagree	Neither agree nor disagree	Disagree	Strongly disagree	Strongly agree	Neither agree nor disagree	Disagree
Neither agree nor disagree	Neither agree nor disagree	Neither agree nor disagree	Disagree	Disagree	Neither agree nor disagree	Disagree
Neither agree nor disagree	Agree	Neither agree nor disagree	Disagree	Disagree	Neither agree nor disagree	Disagree
Agree	Neither agree nor disagree	Disagree	Disagree	Neither agree nor disagree	Neither agree nor disagree	Disagree
Disagree	Agree	Agree	Agree	Neither agree nor disagree	Disagree	Disagree
Agree	Neither agree nor disagree	Disagree	Disagree	Disagree	Disagree	Disagree
Disagree	Agree	Disagree	Disagree	Neither agree nor disagree	Disagree	Disagree
Neither agree nor disagree	Disagree	Strongly disagree	Strongly disagree	Neither agree nor disagree	Agree	Disagree
Disagree	Agree	Neither agree nor disagree	Neither agree nor disagree	Disagree	Disagree	Disagree

Disagree	Strongly agree	Strongly agree	Agree	Disagree	Disagree	Disagree
Strongly agree	Disagree	Disagree	Strongly disagree	Neither agree nor disagree	Agree	Strongly disagree
Disagree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Disagree	Strongly disagree
Agree	Disagree	Disagree	Disagree	Disagree	Neither agree nor disagree	Disagree
Disagree	Agree	Agree	Neither agree nor disagree	Disagree	Disagree	Neither agree nor disagree
Neither agree nor disagree	Strongly agree	Disagree	Strongly agree	Agree	Disagree	Neither agree nor disagree
Disagree	Agree	Agree	Disagree	Disagree	Neither agree nor disagree	Strongly disagree
Agree	Neither agree nor disagree	Agree	Disagree	Agree	Neither agree nor disagree	Strongly disagree
Neither agree nor disagree	Neither agree nor disagree	Disagree	Neither agree nor disagree	Disagree	Neither agree nor disagree	Disagree
Neither agree nor disagree	Agree	Agree	Agree	Strongly disagree	Disagree	Strongly disagree
Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable
Disagree	Disagree	Disagree	Disagree	Disagree	Neither agree nor disagree	Strongly disagree
Agree	Disagree	Disagree	Disagree	Disagree	Not applicable	Disagree
Neither agree nor disagree	Agree	Agree	Agree	Agree	Neither agree nor disagree	Disagree
Neither agree nor disagree	Not applicable	Neither agree nor disagree	Disagree	Agree	Agree	Disagree
Agree	Disagree	Strongly agree	Neither agree nor disagree	Strongly agree	Disagree	Agree
Neither agree nor disagree	Strongly disagree	Disagree	Strongly disagree	Neither agree nor disagree	Neither agree nor disagree	Disagree
Disagree	Disagree	Disagree	Disagree	Agree	Disagree	Disagree
Neither agree nor disagree	Neither agree nor disagree	Disagree	Disagree	Strongly agree	Neither agree nor disagree	Disagree
Disagree	Disagree	Strongly disagree	Strongly disagree	Agree	Agree	Disagree
Agree	Agree	Disagree	Disagree	Strongly agree	Agree	Disagree
Neither agree nor disagree	Strongly agree	Neither agree nor disagree	Disagree	Disagree	Disagree	Strongly disagree
Neither agree nor disagree	Agree	Disagree	Neither agree nor disagree	Disagree	Neither agree nor disagree	Disagree
Agree	Disagree	Neither agree nor disagree	Disagree	Disagree	Neither agree nor disagree	Disagree
Disagree	Strongly agree	Strongly agree	Strongly agree	Agree	Strongly disagree	Disagree
Disagree	Agree	Agree	Disagree	Disagree	Disagree	Disagree
Agree	Disagree	Disagree	Agree	Neither agree nor disagree	Neither agree nor disagree	Disagree

Neither agree nor disagree	Agree Strongly agree	Agree Neither agree nor disagree	Agree	Disagree	Neither agree nor disagree	Neither agree nor disagree
Disagree		Neither agree nor disagree	Disagree	Disagree	Disagree	Disagree
Neither agree nor disagree	Agree	Neither agree nor disagree	Neither agree nor disagree	Disagree	Disagree	Strongly disagree
Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable
Disagree	Disagree	Disagree	Agree	Disagree	Disagree	Disagree
Neither agree nor disagree	Neither agree nor disagree	Agree	Agree	Neither agree nor disagree	Agree	Disagree
	Neither agree nor disagree	Disagree	Neither agree nor disagree	Neither agree nor disagree	Disagree	Neither agree nor disagree
Disagree	Strongly agree	Agree	Agree	Strongly agree	Disagree	Disagree
Neither agree nor disagree		Agree	Disagree	Agree	Neither agree nor disagree	Disagree
Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable
Disagree	Neither agree nor disagree	Disagree	Disagree	Disagree	Agree	Strongly disagree

q14_9	q14_10	q14_11	q14_12	q14_13	q14_14	q15a
Strongly disagree	Strongly disagree	Neither agree nor disagree	Disagree	Neither agree nor disagree	Strongly disagree	No
Agree	Disagree	Agree	Agree	Strongly agree	Disagree	No

Disagree	Disagree	Disagree	Disagree	Neither agree nor disagree	Disagree	No
Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Yes
Disagree	Strongly disagree	Strongly disagree	Strongly disagree	Strongly disagree	Strongly disagree	No
Disagree	Disagree	Neither agree nor disagree	Neither agree nor disagree	Neither agree nor disagree	Disagree	No
Disagree	Disagree	Agree	Strongly disagree	Agree	Strongly disagree	Yes
Disagree	Disagree	Disagree	Agree	Neither agree nor disagree	Disagree	Yes
Disagree	Disagree	Neither agree nor disagree	Strongly agree	Strongly agree	Strongly disagree	Yes
Neither agree nor disagree	Strongly agree	Strongly agree	Strongly agree	Strongly agree	Neither agree nor disagree	No
Neither agree nor disagree	Neither agree nor disagree	Neither agree nor disagree	Disagree	Disagree	Strongly disagree	Yes
Agree	Agree	Agree	Agree	Agree	Neither agree nor disagree	Yes
Neither agree nor disagree	Agree	Agree	Agree	Agree	Neither agree nor disagree	No
Agree	Disagree	Agree	Agree	Strongly agree	Disagree	No
Disagree	Disagree	Disagree	Disagree	Disagree	Disagree	No
Disagree	Disagree	Disagree	Disagree	Disagree	Strongly disagree	Yes
Disagree	Disagree	Disagree	Strongly disagree	Agree	Disagree	No

Agree	Neither agree nor disagree	Disagree	Disagree	Agree	Strongly disagree	No
Disagree	Neither agree nor disagree	Disagree	Disagree	Disagree	Disagree	Yes
Neither agree nor disagree	Disagree	Neither agree nor disagree	Disagree	Disagree	Strongly disagree	Yes
Neither agree nor disagree	Disagree	Disagree	Disagree	Agree	Disagree	Yes
Disagree	Disagree	Disagree	Neither agree nor disagree	Disagree	Strongly disagree	No
Agree	Agree	Agree	Neither agree nor disagree	Agree	Disagree	No
Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Yes
Neither agree nor disagree	Disagree	Disagree	Disagree	Agree	Disagree	No
Strongly agree	Neither agree nor disagree	Neither agree nor disagree	Disagree	Agree	Disagree	No
Agree	Neither agree nor disagree	Neither agree nor disagree	Strongly disagree	Neither agree nor disagree	Strongly disagree	No
Not applicable	Not applicable	Agree	Not applicable	Strongly agree	Not applicable	No
Neither agree nor disagree	Disagree	Disagree	Disagree	Neither agree nor disagree	Disagree	No
Disagree	Neither agree nor disagree	Agree	Neither agree nor disagree	Agree	Strongly disagree	No
Agree	Neither agree nor disagree	Agree	Disagree	Agree	Disagree	No
Agree	Disagree	Strongly disagree	Disagree	Disagree	Strongly disagree	No
Disagree	Agree	Disagree	Disagree	Agree	Disagree	No
Neither agree nor disagree	Neither agree nor disagree	Agree	Neither agree nor disagree	Agree	Strongly disagree	Yes
Neither agree nor disagree	Neither agree nor disagree	Strongly agree	Neither agree nor disagree	Neither agree nor disagree	Agree	No
Agree	Agree	Disagree	Strongly disagree	Strongly agree	Strongly disagree	No
Strongly disagree	Disagree	Strongly disagree	Strongly disagree	Strongly disagree	Strongly disagree	No
Agree	Neither agree nor disagree	Disagree	Disagree	Disagree	Strongly disagree	No
Agree	Neither agree nor disagree	Agree	Neither agree nor disagree	Neither agree nor disagree	Neither agree nor disagree	Yes
Disagree	Neither agree nor disagree	Strongly agree	Agree	Agree	Disagree	Yes
Disagree	Neither agree nor disagree	Neither agree nor disagree	Disagree	Neither agree nor disagree	Disagree	No
Disagree	Disagree	Disagree	Disagree	Disagree	Disagree	No
Strongly disagree	Strongly disagree	Strongly disagree	Strongly disagree	Agree	Strongly disagree	No
Disagree	Strongly disagree	Neither agree nor disagree	Strongly disagree	Disagree	Disagree	Yes
Disagree	Disagree	Neither agree nor disagree	Disagree	Disagree	Disagree	No

Disagree	Neither agree nor disagree	Neither agree nor disagree	Neither agree nor disagree	Neither agree nor disagree	Disagree	Yes
Strongly agree	Neither agree nor disagree	Agree	Neither agree nor disagree	Disagree	Disagree Neither agree nor disagree	Yes
Disagree	Agree	Disagree	Disagree	Agree		No
Neither agree nor disagree	Neither agree nor disagree	Disagree	Neither agree nor disagree	Agree	Disagree	No
Disagree	Neither agree nor disagree	Disagree	Neither agree nor disagree	Disagree	Disagree	Yes
Agree	Agree	Agree	Neither agree nor disagree	Agree	Agree	No
Strongly agree	Agree	Agree	Disagree	Agree	Disagree	Yes
Strongly disagree	Disagree	Strongly disagree	Disagree	Agree	Strongly disagree	No
Disagree	Agree	Disagree	Strongly disagree	Neither agree nor disagree	Strongly disagree	Yes
Disagree	Strongly disagree	Disagree	Disagree	Neither agree nor disagree	Disagree	No
Neither agree nor disagree	Agree	Neither agree nor disagree	Agree	Agree	Neither agree nor disagree	Yes
Agree	Strongly agree	Strongly agree	Neither agree nor disagree	Strongly agree	Neither agree nor disagree	No
Disagree	Agree	Neither agree nor disagree	Strongly disagree	Strongly agree	Agree	No
Neither agree nor disagree	Disagree	Neither agree nor disagree	Neither agree nor disagree	Neither agree nor disagree	Disagree	No
Disagree	Disagree	Disagree	Disagree	Agree	Disagree	No
Disagree	Neither agree nor disagree	Disagree	Disagree	Agree	Disagree	No
Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Yes
Disagree	Disagree	Disagree	Disagree	Strongly agree	Disagree	No
Disagree	Neither agree nor disagree	Disagree	Disagree	Disagree	Disagree	No
Neither agree nor disagree	Agree	Agree	Disagree	Neither agree nor disagree	Disagree	No
Disagree	Disagree	Disagree	Disagree	Disagree	Disagree	No
Strongly agree	Neither agree nor disagree	Strongly agree	Strongly agree	Strongly agree	Disagree	Yes
Strongly disagree	Disagree	Disagree	Disagree	Disagree	Strongly disagree	No
Disagree	Disagree	Disagree	Agree	Disagree	Disagree	No
Agree	Neither agree nor disagree	Disagree	Not applicable	Agree	Strongly disagree	No
Strongly disagree	Strongly disagree	Disagree	Neither agree nor disagree	Neither agree nor disagree	Strongly disagree	No
Disagree	Disagree	Disagree	Disagree	Disagree	Disagree	No
Disagree	Agree	Neither agree nor disagree	Agree	Disagree	Strongly disagree	Yes
Agree	Disagree	Neither agree nor disagree	Disagree	Strongly disagree	Strongly disagree	No
Disagree	Disagree	Neither agree nor disagree	Disagree	Neither agree nor disagree	Disagree	No

Agree	Neither agree nor disagree	Agree	Agree	Disagree	Disagree	Yes
Agree	Neither agree nor disagree	Agree	Agree	Agree	Disagree Neither agree nor disagree	No
Disagree	Disagree	Disagree	Disagree	Agree	Neither agree nor disagree	No
Agree	Agree	Agree	Neither agree nor disagree	Agree	Neither agree nor disagree	No
Neither agree nor disagree	Disagree	Neither agree nor disagree	Disagree	Disagree	Disagree	No
Neither agree nor disagree	Neither agree nor disagree	Neither agree nor disagree	Neither agree nor disagree	Agree	Disagree	No
Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	No
Disagree	Disagree	Agree	Disagree	Agree	Strongly disagree	No
Neither agree nor disagree	Neither agree nor disagree	Disagree	Disagree	Disagree	Strongly disagree	No
Disagree	Strongly disagree	Neither agree nor disagree	Agree	Agree	Neither agree nor disagree	Yes
Agree	Disagree	Agree	Strongly disagree	Neither agree nor disagree	Strongly disagree	No
Agree	Disagree	Neither agree nor disagree	Disagree	Neither agree nor disagree	Disagree	No
Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Yes
Disagree	Disagree	Disagree	Disagree	Neither agree nor disagree	Disagree	No

q15b

I can connect to the tutorial, but cannot hear the tutor (or the tutor group) or be heard by the tutor (or the tutor group).

THE TUTOR'S MIC HAS A LOW BUZZING HUM WHEN SHE HAS IT ON. I DISLIKE ALL THE SWITCH SELECTIONS REQUIRED BY ELLUMINATE AND GET ANNOYED WHEN OTHERS LEAVE MICS ON. IT COMPLETELY MISSES THE USE OF BODY LANGUAGE BECAUSE IT IS AUDIO ONLY. IT FEELS VERY ANCIENT TECHNOLOGY IN COMPARISON WITH SKYPE IS IN COMMON USE BY MANY MILLIONS AND IS VASTLY BETTER. Only once when the connection seemed ragged.

My connection (Mobile Broadband) doesn't allow me on seeing the Whiteboard. I am frequently disconnected.

They now seem resolved, but my internet connection was poor and I kept getting thrown out of the sessions. Then I had problems when I tried to upgrade Java.

I connect from various locations and the need to install the software can be problem. Also others have problems with the classes which can quite a lot of the time in the class

q16

I could do with more practice
It is fine for what I need to do with it

Other - please specify:

Other - please specify:

Very comfortable

It is fine for what I need to do with it

Other - please specify:

Very comfortable

Very comfortable

Very comfortable

Very comfortable

Very comfortable

Other - please specify:

Forgetting to click the 'speak' button 'on' and 'off' before or after speaking.

There is often a problem hearing the tutor well as there is a tin like sound to the quality. We have also had an experience of connection problems. Only one time - the last session it just stopped working for no obvious reason. I logged out and logged back in again and it seemed to solve it. This happened a couple of times. I'd had no problems on previous occasions, it is quite easy to use.

It is a problem with the sound loop feedback - I have to turn my microphone off when not speaking as there is a feedback sound coming through my speaker Otherwise Elluminate is a very excellent tool

I suffer from depression, P.T.S.D and M.E. and as a result I don't feel as confident in doing things like I used to prior to becoming ill. I did call the OU computer line when the course started and asked if someone could go through Elluminate and Audacity with me over the phone (I am aware that there are instructions on the L192 web page but it is quite difficult for me to follow an eight-paged document as my level of concentration is rather poor due to my illnesses. I think it is just one of those situations that the longer I have avoided using Elluminate the harder it is to give it a go. Someone who came out to my home (from the OU) a couple of weeks' ago to teach me how to use the voice recorder had some spare time and very kindly went through Elluminate with me. I am intending to participate in the next session on 9th June. Despite being ill for most of this year, I have studied to the very best of my ability which is reflected in my TMA results. However, by not participating in Elluminate I do feel that I am missing out.

My last tutorial the sound kept cutting out and then my tutor's voice was like it was speeded up - on for a couple of seconds though. It was ok then it happened more frequently and I left with 10 mins of tutorial to go. This was the only time I have had problems with Elluminate.

when other students sound is varied, some will be loud, others too quiet. Sometimes the microphone/ sound software does not seem to work.

I could do with more practice
It is fine for what I need to do with it

I could do with more practice
It is fine for what I need to do with it
Very comfortable

Very comfortable

Very comfortable

I could do with more practice
Very comfortable
Very comfortable

I feel stressed out using it
Other - please specify:
I could do with more practice

It is fine for what I need to do with it

Very comfortable
It is fine for what I need to do with it
I could do with more practice
Very comfortable
It is fine for what I need to do with it
Very comfortable

Very comfortable
It is fine for what I need to do with it
Very comfortable
It is fine for what I need to do with it

I could do with more practice
I feel stressed out using it
I feel stressed out using it

My microphone often stops working - which makes it difficult to answer the previous questions accurately because often I can't contribute verbally for technical reasons. A lot of the tutorials end up being taken up with students' problems hearing or with microphones.

Technical sometimes lose sound connection
i have no sound card at home and have no facility on my laptop, so must do it at work. I work in a college and therefore i do not like to do them.

Sometimes the internet connection fails during the session The use of the symbols can be confusing when in conversation

Sometimes the pictures on the whiteboard do not display, also sometimes the sound is quite patchy.

I sometimes loose connection and cannot particpate in the session. I have to log out and back in again. Otherwise participation is okay

I have been quite lucky and have had only a few problems but others in the group have had many problems. At one tutorial I was the only person who could speak. The others could hear but not speak. It was good in so much as I had my knowledge and pronunciation tested and corrected but it was quite pressured to keep having to answer all the questions etc. Another problem is that you sometimes get echos and feedback. It is hard to listen when everything comes in triplicate and you can hear everything you say yourself twice over. I have had the problem myself where I could hear but couldn't be heard - I had to log out and log back in but missed quiet a bit of the lesson in doing so. I can be frustrating when a few people are having problems and the sound quality is not good, especially as pronunciation needs to be heard.

Have not been able to join in as time of tutorial does not suit me

I have problems sometimes logging on, or else the Tutor and students cannot hear me, or else I cannot hear the Tutor, sometimes I cannot hear what other students are saying. It is a disaster.

It is fine for what I need to do with it

Very comfortable
Very comfortable

I could do with more practice
I could do with more practice

It is fine for what I need to do with it

I feel stressed out using it
It is fine for what I need to do with it
It is fine for what I need to do with it

I could do with more practice
Very comfortable

It is fine for what I need to do with it
Very comfortable

Very comfortable

Very comfortable

Other - please specify:
I could do with more practice
Very comfortable
Other - please specify:
Very comfortable
I could do with more practice

I feel stressed out using it
It is fine for what I need to do with it

It is fine for what I need to do with it
Very comfortable
Very comfortable

I feel stressed out using it

Other - please specify:
I could do with more practice

I could do with more practice
 It is fine for what I need to do with it
 It is fine for what I need to do with it

This is not a software problem I am behind with the course and so the tutorials don't fit in with where I am. I also have a learning difficulty that means that often the tutorials move too fast for me. I prefer face to face. I don't like suddenly being moved to another 'virtual room' to work with another student I find this very unsettling - and embarrassing. If you are given an exercise to do you may have 4 minutes to cover what you need to and sometimes the task is unclear and by the time you've worked out what you're supposed to be doing you've suddenly been put back in with the rest of the group to carry out the task.

I dont understand it. I'm not technical

Not applicable
 Very comfortable
 Very comfortable
 Other - please specify:
 I could do with more practice
 Very comfortable

It is fine for what I need to do with it
 It is fine for what I need to do with it
 I could do with more practice
 Other - please specify:
 I could do with more practice
 I could do with more practice

bought a new pc and now can't get it to work through 64 bit internet - have to remember to launch Internet Explorer as 32 bit version. Also difficult to get microphone on headphone set to work correctly with new pc - all ok before

I feel stressed out using it
 It is fine for what I need to do with it
 It is fine for what I need to do with it
 I feel stressed out using it
 Very comfortable

took ages to find way in and couldn't be heard much of the time

q16_6_other

q17 easier? about the same?	q18a_1	q18a_2	q18a_3
0	0	0	0
1	0	1	1

occasionally I need the help desk with a technical problem
 I feel it is useless and am worried about my EMAs

about the same?	0	0	1
more difficult?	0	0	0
more difficult?	1	1	0
about the same?	0	0	0

IT IS FRUSTRATING THAT A ONE HOUR TUTORIAL
 CONTAINS ONLY A FEW USEFUL MINUTES OF
 PRODUCTIVE LEARNING

about the same?	1	1	0
more difficult?	1	0	0

when it works its brilliant sometimes i cant access ell

about the same?	0	1	1
about the same?	1	1	1
more difficult?	1	1	0
more difficult?	1	1	1
about the same?	0	0	0
about the same?	1	0	1

It seems very old technology to me!

more difficult?	1	1	0
more difficult?	1	1	0
about the same?	0	1	1
more difficult?	1	1	0
about the same?	0	0	0
more difficult?	1	0	0
about the same?	0	0	1
about the same?	1	0	0
about the same?	0	0	0
Not applicable	0	1	1
more difficult?	0	0	0
about the same?	1	0	0

more difficult?	0	0	0
-----------------	---	---	---

more difficult?	1	1	1
about the same?	1	1	1
easier?	0	0	1
more difficult?	1	0	0
more difficult?	1	1	0
about the same?	0	0	0

about the same?	1	1	1
about the same?	0	0	1
about the same?	1	0	0
more difficult?	1	1	1

more difficult?	1	1	1
more difficult?	1	1	0
more difficult?	1	1	0
more difficult?	1	1	0

about the same?	0	0	0
more difficult?	1	1	0

more difficult?	0	0	0
about the same?	0	0	1

more difficult?	1	0	1
about the same?	1	1	0
about the same?	1	0	1
Not applicable	0	0	1
about the same?	1	0	0
about the same?	0	0	0
more difficult?	1	1	0
more difficult?	1	1	0
more difficult?	1	1	0

more difficult?	0	0	1
-----------------	---	---	---

I feel OK about using it but as previously mentioned I don't think the echos aid understanding pronunciation

more difficult?	1	1	0
more difficult?	0	0	0
about the same?	0	0	1
more difficult?	1	0	1

Sometimes the connection is bad, which is disturbing.

Very stressed at first - much better now with practice

Haven't used it.

Have not used it as i feel face to face is a better way of learning.
I will used the eluminate once before the exam.

more difficult?	1	0	1
more difficult?	1	0	0
more difficult?	0	0	1
about the same?	1	0	1
about the same?	0	0	1
about the same?	1	1	0
about the same?	0	1	0
more difficult?	1	0	1
more difficult?	1	1	0
about the same?	1	1	1
more difficult?	1	1	1
more difficult?	0	1	0
about the same?	1	1	1
more difficult?	1	1	1
about the same?	0	1	1
about the same?	1	1	1
Not applicable	1	1	1
more difficult?	1	0	0
about the same?	0	0	0
more difficult?	0	0	1
more difficult?	1	0	1
about the same?	1	0	0
more difficult?	1	0	0
about the same?	0	0	0
more difficult?	1	1	1
more difficult?	0	0	0
about the same?	1	1	1
about the same?	0	0	1
more difficult?	0	0	0
Not applicable	1	0	1

q18a_4 q18a_5 q18a_6 q18a_7 q18a_7_other

0 1 1 0
0 0 0 0

0 1 1 0
0 0 0 1
0 1 0 0
0 1 0 0
0 1 1 0
0 1 1 0

0 1 0 0
0 1 0 0
0 1 0 0

Not applicable - cannot use

0	1	1	0
0	1	1	0
1	1	1	0
0	1	0	0
0	1	1	0
0	1	1	0

0	1	1	0
0	1	1	0

1	1	1	0
0	1	1	0
1	1	1	0

0	1	0	0
---	---	---	---

0	1	0	0
---	---	---	---

1	1	1	1
0	1	1	1
0	1	0	0
0	1	1	0

listening to recordings of actual conversation can be useful
Listening to French in France and on radio/television

1	1	0	0
0	1	1	0
0	1	1	0
0	1	1	1
0	1	1	0
0	1	1	0

interaction with my tutor

0	1	0	0
0	1	1	0
0	1	0	0
0	1	1	0
0	1	1	0
0	1	1	0
0	1	1	0
0	1	0	0
0	1	0	0
0	1	0	0
0	0	0	1
0	1	0	0

listening to disks supplied with course

q18b
Immediate feedback from your teacher
Seeing your teacher demonstrate and explain

q19a_1	q19a_2	q19a_3	q19a_4
1	0	0	0
1	0	1	0

Immediate feedback from your teacher
^f('q18a_7_other')^
Seeing your teacher demonstrate and explain
Immediate feedback from your teacher
Immediate feedback from your teacher
Immediate feedback from your teacher

1	0	0	0
0	0	0	0
0	0	0	0
0	0	0	1
0	0	0	0
1	0	0	0

Being able to see your teacher's mouth	0	0	0	0
Immediate feedback from your teacher	0	0	1	0
Seeing your teacher demonstrate and explain	0	0	0	0
Being able to see your teacher's mouth	1	0	0	0
Drilling the sounds (repeating the sounds/words again and again)	1	0	0	0
Immediate feedback from your teacher	0	0	1	0
Immediate feedback from your teacher	0	0	0	0
Drilling the sounds (repeating the sounds/words again and again)	0	0	0	0
Being able to see your teacher's mouth	0	0	0	0
Seeing your teacher demonstrate and explain	0	0	1	0
Drilling the sounds (repeating the sounds/words again and again)	1	0	0	0
Immediate feedback from your teacher	0	0	0	0
Drilling the sounds (repeating the sounds/words again and again)	0	0	1	0
Seeing your teacher demonstrate and explain	0	0	0	0
Immediate feedback from your teacher	0	0	0	0
Being familiar with the phonetic alphabet (symbols of sounds)	0	0	0	0
Immediate feedback from your teacher	0	0	0	0
Immediate feedback from your teacher	1	0	0	0
Immediate feedback from your teacher	0	0	0	0
Drilling the sounds (repeating the sounds/words again and again)	0	0	0	0
Immediate feedback from your teacher	1	0	1	0
Being familiar with the phonetic alphabet (symbols of sounds)	0	0	1	0
Immediate feedback from your teacher	0	0	1	1
Being able to see your teacher's mouth	0	0	1	0
Immediate feedback from your teacher	0	0	1	0
Seeing your teacher demonstrate and explain	0	0	0	0
Drilling the sounds (repeating the sounds/words again and again)	0	0	0	0
Seeing your teacher demonstrate and explain	0	0	0	0
Immediate feedback from your teacher	0	0	1	0
Seeing your teacher demonstrate and explain	0	0	1	0
Being able to see your teacher's mouth	0	0	1	1
Seeing your teacher demonstrate and explain	0	0	0	1
Seeing your teacher demonstrate and explain	1	1	0	0
Immediate feedback from your teacher	0	0	1	0
Immediate feedback from your teacher	0	0	0	0
Immediate feedback from your teacher	0	0	0	0
Being familiar with the phonetic alphabet (symbols of sounds)	0	0	1	1
Immediate feedback from your teacher	1	0	0	0
Seeing your teacher demonstrate and explain	0	0	0	0

Being familiar with the phonetic alphabet (symbols of sounds)	0	0	0	0
Immediate feedback from your teacher	0	0	1	1
Immediate feedback from your teacher	0	0	0	0
Immediate feedback from your teacher	0	0	0	0
Seeing your teacher demonstrate and explain	0	0	0	0
Seeing your teacher demonstrate and explain	0	0	0	0
Seeing your teacher demonstrate and explain	0	0	0	0
Immediate feedback from your teacher	0	0	0	0
Being able to see your teacher's mouth	0	0	0	0
Drilling the sounds (repeating the sounds/words again and again)	0	0	1	0
Drilling the sounds (repeating the sounds/words again and again)	0	0	0	0
Immediate feedback from your teacher	0	0	0	0
Drilling the sounds (repeating the sounds/words again and again)	0	0	0	0
Immediate feedback from your teacher	1	0	0	0
Drilling the sounds (repeating the sounds/words again and again)	1	0	0	0
Immediate feedback from your teacher	0	0	0	0
Being familiar with the phonetic alphabet (symbols of sounds)	0	0	1	0
Seeing your teacher demonstrate and explain	0	0	0	0
Being able to see your teacher's mouth	0	0	0	1
Seeing your teacher demonstrate and explain	0	0	1	0
Immediate feedback from your teacher	0	0	0	0
Immediate feedback from your teacher	0	0	0	0
^f('q18a_7_other')^	0	0	0	0
Being able to see your teacher's mouth	0	0	0	0
Immediate feedback from your teacher	0	0	0	0
Seeing your teacher demonstrate and explain	0	0	0	1
Drilling the sounds (repeating the sounds/words again and again)	0	0	0	0
Drilling the sounds (repeating the sounds/words again and again)	0	0	0	0
^f('q18a_7_other')^	1	0	1	0
Drilling the sounds (repeating the sounds/words again and again)	0	0	0	0
Immediate feedback from your teacher	0	0	0	0
Immediate feedback from your teacher	0	0	0	0
Seeing your teacher demonstrate and explain	0	0	0	0
Immediate feedback from your teacher	0	0	0	0
Immediate feedback from your teacher	0	0	0	0
Drilling the sounds (repeating the sounds/words again and again)	0	0	0	0
Being familiar with the phonetic alphabet (symbols of sounds)	0	0	1	0
Immediate feedback from your teacher	0	0	0	0
Immediate feedback from your teacher	0	0	1	0
Immediate feedback from your teacher	0	0	0	0
^f('q18a_7_other')^	1	0	1	0

q19a_5	q19a_6	q19a_7	q19a_7_other	q19b_1
1	1	0		.
0	1	0		I learn more

1	1	0		It would reinforce the face to face tutorials.
---	---	---	--	--

0	0	1	None	
---	---	---	------	--

0	0	0		
---	---	---	--	--

1	0	0		
---	---	---	--	--

1	0	0		
---	---	---	--	--

				This is generally the only time I hear the teacher apart from the few "live" meetings
--	--	--	--	---

1	1	0		
---	---	---	--	--

0	0	1	None of them was done, so I do not know	
---	---	---	---	--

1	1	0		
---	---	---	--	--

1	0	0		
---	---	---	--	--

				For me there is no substitute for face to face time to understand what is going on
--	--	--	--	--

0	0	0		
---	---	---	--	--

1	1	0		you can watch their lips and gestures
---	---	---	--	---------------------------------------

1	0	0		
---	---	---	--	--

0	0	0		
---	---	---	--	--

0	0	0		
---	---	---	--	--

1	0	0		
---	---	---	--	--

0	1	0		
---	---	---	--	--

0	1	0		
---	---	---	--	--

0	0	1		
---	---	---	--	--

0	1	1		
---	---	---	--	--

1	1	0		
---	---	---	--	--

1	0	0		
---	---	---	--	--

1	1	0		
---	---	---	--	--

0	0	1		
---	---	---	--	--

1	0	0		
---	---	---	--	--

				I have never seen my tutor! Only white boards
--	--	--	--	---

				Don't have to leave your home to do a class.
--	--	--	--	--

1	0	0		
---	---	---	--	--

0	1	0		
---	---	---	--	--

1	0	0		
---	---	---	--	--

1	1	0		
---	---	---	--	--

0	1	0		
---	---	---	--	--

1	0	0		
---	---	---	--	--

1	1	0		
---	---	---	--	--

1	0	1	practicing role playing	
---	---	---	-------------------------	--

0	1	0		
---	---	---	--	--

1	0	0		
---	---	---	--	--

1	1	0		
---	---	---	--	--

1	1	0		
---	---	---	--	--

0	1	0		
---	---	---	--	--

0	0	0	It's easier to understand something if you see somebody demonstrating it
1	0	0	
1	1	0	
0	0	1	I don't think anything is better on Elluminate. I hate it.
0	0	1	But I can't see my teacher on Elluminate.
1	0	0	
1	1	0	for guidance in an activity
0	0	1	i dont use it
1	0	0	
1	0	0	
0	0	1	None
1	0	0	
0	1	0	
1	0	0	
0	1	0	
0	0	0	
0	0	0	
1	1	0	
1	1	0	
1	1	0	
0	0	0	
1	1	0	You are just concentrating on sounds rather than other distractions
			Seeing the teacher demonstrating and explain makes it easy to immitate
1	1	0	
1	1	0	
1	1	0	
1	1	1	on elluminate its good seeing the written words
1	0	0	
0	0	0	
0	0	1	None of the above
0	0	0	
0	0	0	
0	0	0	
1	0	0	
1	1	0	
1	0	0	
1	0	0	
0	1	0	visual stimulus
0	1	0	
1	1	0	
1	0	0	
1	0	0	
1	0	0	
0	0	1	do not use eluminate

1	0	0
0	0	0
1	0	1
1	1	0
1	0	0
0	1	0
1	1	0

but you can't see the teacher demonstrate & explain on Elluminate?

I think they are better done face to face , not on Elluminate

q19b_2	q19b_3	q19b_4	q19b_5
--------	--------	--------	--------

I find it very useful when studying by myself to find how a word is pronounced.

It is very useful to know immediately if there's a problem with a response.

It provides an opportunity to practise what is in the drawings.

You can try to correct pronunciation errors until you get it right.
EFFECTIVE FEEDBACK SHOULD ALWAYS BE PROMPTLY GIVEN. ELLUMINATE ACHIEVES THIS. If you do not get the feedback the sessions would be pointless

This helps me with my pronunciation.

I would know if I had made any mistakes.
We cannot see the teacher's lips on Elluninate and so the other options do not seem so relevant

need to know the correct pronunciation immediately to prevent bad habits

not sure this is better

quicker to realise where you have gone wrong or if you are getting it right

Not necessarily better than face to face, but Elluminate allows this kind of feedback to be more frequent.

I would much sooner utilise my tutor's time face to face

I am a visual learner and phonetic alphabet is helpful

to educate and also hopefully confirm your own thoughts on any problems
So far, due to time constraints, I have not been able to attend face to face tutorials but always try to logon for Elluminate
I make a note of any correction.

Easier to remember when feedback is immediate

Correction is all-important, whether it is on-line or face-to-face.

I find it easier
they can be
drawn on
the white
board and
then be

practised you can watch and practice without disturbing the others until it's your time to talk
It is a good way to have the visuals
without distractions and for the
teacher to point out which sounds go
with which symbols
This helps to follow any feedback or
correction.

It's not so intimidating as face to face

Each person gets a turn at each activities, they are smaller
groups, so the teacher just focuses on that person if they
encounter a problem, I usually learn a lot

This helps me to understand better

Once I have pronounced my role, it is good to get the
feedback I get from my tutor if I haven't pronounced it
correctly. She then gives me another chance to say the
word/phrase/question again and comments back. Very
useful.

Because when it is your turn s/he is only listening to you and
concentrating on what you say and how you say it so s/he
can give you a quick and accurate response to it.

Face-to-face or on-line, feedback is important

Can concentrate on sound only

because if you know the phonetic
alphabet you can use this to aid your
pronunciation
ability to
explain
verbally
and have
notes on
the
whiteboard
to support
it.

because this corrects any mistakes you make whilst it is still
fresh in your mind

it is visual and can be shown on a white board

The drawings could be available online

It helps with the pronunciation when you see
somebody pronouncing a word

Essential for understanding. You need to be stopped
immediately when you make a mistake.

gives confidence

corrects any mistakes

I don't
think that
this is
"better
done" on
Elluminate.
I just find
it very
helpful to
be familiar
with the
phonetic
alphabet,

Currently, I don't get
this resource on
Elluminate, but I think
it would help to learn
the phonetic alphabet,
and I would like to see
it introduced.

This is always helpful, because the correct version can then
be repeated and assimilated immediately.

when
studying
language.

helps you to address your strengths and where you need
more practice

The immediate correction prevents me from developing bad
pronunciation habits

you can
easy relate
the symbol
to the
correct
sound

This may be an easier
method to help students
than having a video
feed from the teacher.

It is easy to get the feed back.

It gives you chance to immediately correct the error and
practice

none of the activities from previous step are done BETTER
on Elluminate as opposed to face to face. I do Not see my
teacher demonstrate, or see her mouth, etc, those options are
not relevant for Elluminate.

you can recognise the spelling of
words and 'have a go' at pronouncing
them

it is good to know where you are going wrong
can correct you & get you to repeat her, without having to
see other students so don't feel self concious
Everyone has to listen and you usually you are not disturb

In face to face tutorials when working in groups might not
immediately pick up on incorrect pronunciations

Help to know how I am progressing, help correct mistakes
instantly .
because this confirms whether I am pronouncing the word
correctly, immediately, instead of not really knowing, as
happens when trying to learn pronunciation listening to the
cds (but you do get the feedback at face-to-face tutorials)

Helps to have been introduced to all
french sounds gradually

standard
immediate feedback stops bad habits forming

Because it is as close to
seeing the real thing

Because it tells me if I am correct or incorrect

It will help everyone learn the pronunciation needed for the language.

immediate response useful

We don't see each other
on elluminate and so I
have picked those
things that we can do
without visual contact.

Learning by mistakes is a good way to remember how to do
it correctly.

The teacher is right there

It is instant and there is the capacity for one to one feedback
in side rooms

aids self correction

Unable to articulate

talking live only disadvantage is that you cant see how the
words pronounced

We don't see our teacher but we do get effective feedback
from her immediately

i understand better when the tutor explains immediatly

It is possible to give feedback to students one on one,
without everyone else necessarily hearing.

Not easy to hear the differences clearly when explained on Emulate, easier if you know them and can
prounounce them clearly and confidently.

it may be quicker than in a classroom situation and better for
listening?

having the whiteboard and immediate
feedback helps

you know straight away if you get it wrong
not necessarily better on elluminate than in person, but as
good.

ditto

the best thing you correct yourself and remember you can
make notes at the same time

can be correctly straight away

q19b_6

q19b_7

q20a_1

q20a_2

q20a_3

It takes a while to learn new sounds

Agree

Disagree

Neither
agree nor
disagree
Neither
agree nor
disagree

Neither agree
nor disagree

Disagree

Repetition improves the possibility of retaining the words in
the memory.

Not applicable

Strongly agree
Strongly
disagree

Strongly
agree
Strongly
disagree
Strongly
disagree
Disagree

Neither
agree nor
disagree
Strongly
disagree
Strongly
disagree
Disagree
Strongly
disagree
Neither
agree nor
disagree

Disagree
Agree

Agree

Disagree

we do this often and I think it is useful to hear yourself say the
sounds

Agree

Disagree

I am sorry for this answer, but you
didn't include "not applicable". From
your options, no one was the subject

Strongly
disagree

Neither
agree nor
disagree

Neither
agree nor
disagree

This also helps me with my pronunciation.		Agree	Agree	Neither agree nor disagree
		Agree	Disagree	Disagree
hearing the words repeatedly and practicing helps enormously		Agree	Neither agree nor disagree	Agree
		Strongly agree	Strongly agree	Neither agree nor disagree
		Agree	Agree	Disagree
		Agree	Strongly disagree	Strongly disagree
		Agree	Strongly disagree	Strongly disagree
		Agree	Neither agree nor disagree	Neither agree nor disagree
I would much sooner utilise my tutor's time face to face		Disagree	Strongly disagree	Strongly disagree
		Neither agree nor disagree	Neither agree nor disagree	Neither agree nor disagree
This is possible anywhere as long as your tutor can listen in.	I don't think the activities are better on Elluminate. Face to face tuition is always better to see how the tutor speaks, watch body language and build up a better rapport.	Agree	Strongly disagree	Strongly disagree
		Agree	Neither agree nor disagree	Neither agree nor disagree
Helps to memorise sounds and for them to become more routine	Why is it assumed that teachers are seen on Elluminate	Agree	Neither agree nor disagree	Neither agree nor disagree
		Agree	Neither agree nor disagree	Neither agree nor disagree
iam even handed on this		Agree	Neither agree nor disagree	Neither agree nor disagree
		Neither agree nor disagree	Not applicable	Not applicable
Hearing a word once is rarely enough to really learn how to pronounce difficult words.		Not applicable	Not applicable	Not applicable
		Agree	Agree	Neither agree nor disagree
The projects are fine		Agree	Neither agree nor disagree	Disagree
		Disagree	Strongly disagree	Strongly disagree
Because it is just a case of going over and over the same thing and once it is demonstrated it's easier to pick up		Not applicable	Not applicable	Not applicable
		Agree	Agree	Agree
Easier than face to face it's really useful to practice and you can do this as much and as extremely as you like as no one can hear you till you press the microphone		Agree	Neither agree nor disagree	Neither agree nor disagree
		Agree	Disagree	Disagree

	Agree	Strongly disagree Neither agree nor disagree	Strongly disagree
This will help to remember the pronunciation.	Agree	Disagree	Disagree
This helps me to try to 'think on my feet' as when studying alone, I tend to just go through the books/cd and don't get a chance to try to speak 'on the hop' as it were.	Agree	Agree Neither agree nor disagree	Neither agree nor disagree
If I hear the sounds repeated over and over then it sticks in my head so when I need to use the word myself I am more likely to remember how to pronounce it.	Neither agree nor disagree	Neither agree nor disagree	Neither agree nor disagree
	Agree	Neither agree nor disagree	Neither agree nor disagree
Can concentrate on sound only	Agree	Disagree	Disagree
because this "fixes" the sound in your mind	Agree	Strongly disagree	Strongly disagree
would help with repetition	Disagree	Strongly disagree	Disagree
	Disagree	Strongly disagree	Strongly disagree
	Agree	Disagree	Disagree
my favourite way of learning	Strongly agree	Neither agree nor disagree	Neither agree nor disagree
nothing at all is better on Elluminate (barring not having to drive to the tutorial!)	Strongly disagree	Strongly disagree	Strongly disagree
They aren't, this question is badly phrased.	Agree	Strongly disagree Neither agree nor disagree	Strongly disagree
	Agree	Disagree	Disagree
Helps to perfect pronunciation	Agree	Disagree	Neither agree nor disagree
n.a	Not applicable	Disagree	Disagree
	Neither agree nor disagree	Agree	Agree
	Disagree	Disagree	Disagree
There is no substitute for the one to one tutorial	Agree	Strongly disagree	Neither agree nor disagree
	Agree	Agree	Neither agree nor disagree
you can hear everyone one at a time and hear the corrections made by the tutor without visual distraction	Neither agree nor disagree	Neither agree nor disagree	Disagree
	Strongly	Strongly	Strongly

Each student takes it in turns to repeat sounds/words, which is easier as there are not so many participants on Elluminate (generally).		disagree	disagree	disagree
		Strongly agree	Neither agree nor disagree	Neither agree nor disagree
		Agree	Disagree	Disagree
		Neither agree nor disagree	Neither agree nor disagree	Disagree
if you are a slow learner you need the repetitiveness of the sound		Agree	Neither agree nor disagree	Disagree
		Strongly agree	Neither agree nor disagree	Neither agree nor disagree
		Agree	Disagree	Disagree
		Agree	Disagree	Disagree
session also recorded so can play back when needed in future for revision of TMAS		Strongly agree	Neither agree nor disagree	Neither agree nor disagree
		Agree	Disagree	Disagree
		Agree	Disagree	Disagree
		Agree	Disagree	Disagree
same as above		Agree	Disagree	Disagree
		Agree	Disagree	Disagree
		Agree	Disagree	Disagree
		Agree	Disagree	Disagree
It does go in the more you repeat and hear a word/sound		Agree	Disagree	Disagree
		Agree	Disagree	Disagree
		Agree	Disagree	Disagree
		Agree	Disagree	Disagree
Repetition helps me to remember better and stays in my head for longer... Again, much better way of learning, then with the cds.		Not applicable	Not applicable	Not applicable
		Agree	Agree	Agree
		Agree	Agree	Agree
		Agree	Agree	Agree
repetition helps me learn saying words over and over helps reinforce the correct sound		Agree	Disagree	Disagree
		Agree	Disagree	Disagree
		Agree	Disagree	Disagree
		Agree	Disagree	Disagree
its good to see sentences that i wouldnt have thought of		Agree	Disagree	Disagree
		Agree	Disagree	Disagree
		Agree	Disagree	Disagree
		Agree	Disagree	Disagree
It is a restricted channel compared with face-to-face. The simulation of the pragmatic rules of conversation is necessarily clumsy and limited.		Neither agree nor disagree	Disagree	Disagree
		Agree	Disagree	Disagree
		Disagree	Disagree	Disagree
		Agree	Disagree	Disagree
Hearing the tutor say things correctly and repeating a couple of times will help with pronunciation - then you can practice in your own time after the tutorial, remembering how to do it correctly.		Neither agree nor disagree	Disagree	Disagree
		Agree	Disagree	Disagree
		Agree	Disagree	Disagree
		Agree	Disagree	Disagree
familiarisation		Agree	Strongly disagree	Strongly disagree
		Agree	Disagree	Disagree
		Agree	Neither agree nor disagree	Neither agree nor disagree
		Not applicable	Not	Not

It is easier to join in with others even when it isn't your turn on the microphone without feeling too self conscious	Neither agree nor disagree	applicable	applicable
hear others	Agree	Disagree Neither agree nor disagree	Disagree Neither agree nor disagree
	Neither agree nor disagree Agree	Neither agree nor disagree Disagree Neither agree nor disagree	Neither agree nor disagree Disagree Neither agree nor disagree
do not use eluminate	Agree	Not applicable	Not applicable
	Not applicable	Neither agree nor disagree Disagree Neither agree nor disagree	Disagree Disagree
?	Agree	Disagree Neither agree nor disagree	Agree Neither agree nor disagree
commits it to memeory better this way	Agree Strongly agree	Disagree Strongly disagree	Disagree Strongly disagree
ditto	Not applicable	Not applicable	Neither agree nor disagree
excellent you can do it until you do it right	Not applicable	Not applicable	Neither agree nor disagree

q20a_4	q20a_5	q20a_6	q20a_7	q20b
Not applicable Neither agree nor disagree	Neither agree nor disagree Neither agree nor disagree	Strongly disagree Neither agree nor disagree	Strongly disagree Neither agree nor disagree	I don't feel there is much difference between Elluminate and face-to-face
Agree Strongly disagree Strongly disagree Neither agree nor disagree	Agree Strongly disagree Strongly disagree Agree	Neither agree nor disagree Strongly disagree Strongly disagree Disagree	Agree Strongly agree Agree	I believe that both methods mutually enhance the learning process. I feel I have missed out on this module as I have not been able to attend tutorials I think that face to face tutorials are best but Elluminate provides a very good alternative. I DO NOT LIKE ELLUMINATE BECAUSE OF ITS CLUMSINESS TO USE, SO I FEEL VERY BIASED AGAINST IT. Eluminate is a useful tool to hear and speak a language regularly especially if you are shy as you do not actually have to meet anyone. However you learn much more in an hour in
Strongly disagree Disagree	Strongly disagree Neither agree nor disagree	Strongly disagree Disagree	Agree Agree	

a live session with a blackboard.

In my opinion the Elluminate sessions are a sham, I only attend them to show that I care. We are NOT taught a thing, it is rather a revision of some subjects from the books. And it means uttering two, sometimes three sentences an hour, the rest of time is spent on waiting for your turn. Of course, there are two five-minutes slots to speak in pairs in the Rooms, but nobody cares if we talk in French, English or not talk at all.

Strongly disagree	Strongly disagree	Strongly disagree	Not applicable	
Neither agree nor disagree	Strongly agree	Neither agree nor disagree	Not applicable	No.
Disagree	Disagree	Disagree	Strongly agree	The only problem for me with face to face tutorials is that I often have to work on Saturdays and the evening sessions of Eluminate are therefore better for me.
Agree	Agree	Neither agree nor disagree	Agree	
Neither agree nor disagree	Strongly agree	Neither agree nor disagree	Agree	
Disagree	Disagree	Disagree	Neither agree nor disagree	on Elluminate it depends who you are paired with. If the person you are with is not confident then you can spend the whole time talking in english
Agree	Disagree	Strongly disagree	Strongly agree	
Disagree	Disagree	Disagree	Agree	
Neither agree nor disagree	Agree	Neither agree nor disagree	Neither agree nor disagree	
Neither agree nor disagree	Agree	Strongly disagree	Strongly agree	Too much time is wasted on technicalities on elluminate eg: people logging on, being heard, waiting their turn to speak or jumping in to soon. Also the quality of sound - hearing people talk etc is quite poor.
Neither agree nor disagree	Agree	Neither agree nor disagree	Neither agree nor disagree	I like the mix of face to face and elluminate tutorials and I have found the sessions on elluminate most helpful. I am sure the technical issues we have experienced can be ironed out.
Disagree	Neither agree nor disagree	Disagree	Strongly agree	
Not applicable	Disagree	Neither agree nor disagree	Neither agree nor disagree	
Agree	Agree	Disagree	Agree	human contact will always be essention in my view, but elluminate is a good tool
Neither agree nor disagree	Agree	Neither agree nor disagree	Agree	
Not applicable	Not applicable	Not applicable	Not applicable	
Neither agree nor disagree	Neither agree nor disagree	Neither agree nor disagree	Neither agree nor disagree	I have never participated in the Elluminate sessions. None of the above statements matches either: 1) what I have see so far in Ellumimate 2) face to face is only an option outside of OU course here in France
Strongly agree	Neither agree nor disagree	Neither agree nor disagree	Neither agree nor disagree	I love the concept of Elluminate - having tutorials come straight into your home. I think that part of my problem is that I never seem to have enough time to learn more about it.
Neither agree nor	Agree	Disagree	Agree	Face-to-face conversation practice is the one thing which this course lacks.

disagree

Agree Not applicable Not applicable Not applicable

Agree Agree Neither agree nor disagree Disagree

Neither agree nor disagree Agree Disagree Agree

Neither agree nor disagree Agree Neither agree nor disagree Strongly agree

Neither agree nor disagree Agree Not applicable Not applicable

Neither agree nor disagree Agree Neither agree nor disagree Agree As I have attended only 1 face-to-face tutorial at the very beginning of the course it's hard to compare this as Elluminate is every month. I think another face-to-face between January and April would have been useful but Elluminate has been good as it is easy to log on and my tutor is very good. Also, perhaps it would've been nice if my tutor group had got together between times on Elluminate to practice together - this would have helped with nerves/confidence too.

Neither agree nor disagree Neither agree nor disagree Neither agree nor disagree Neither agree nor disagree

Strongly agree Neither agree nor disagree Neither agree nor disagree Agree Face to face tutorial are and always will be the best because you can experience listening a native french speaker clearly, you can see how the mouth moves and you can diferenciate the different kind of sounds when pronuciating french words. I am also happy with the elluminate sessions because is the best after face to face classes for people like me that can not attend in a daily basis to class.

Neither agree nor disagree Neither agree nor disagree Neither agree nor disagree Strongly agree Face-to-face is always best but not always practicable. OU course manages very well considering it is mostly on-line

Strongly disagree Neither agree nor disagree Strongly disagree Strongly agree Although Elluminate is a useful and flexible learning tool, it cannot replicate the face-to-face interreaction needed to learn a language successfully

Disagree Disagree Strongly disagree Strongly agree the range of skills in the online groups means session time is usually 10 - 15 mins of teacher setting up the session aims - time spent putting people into rooms, then having to re - explain the task. No agenda prior to the session, limited space to input into what we would like to practice.

Strongly disagree Agree Strongly disagree Strongly agree I strongly dislike the technology and would much prefer face to face tutorials. IT has a use to supplemtn real teaching but i would not have signed up for the course had I known how heavily it would rely on technology rather than classroom tuorials. I have continued so as not to waste the money but now I will definitely not sign up for any more OU courses as a result.

Neither agree nor disagree Agree Disagree Disagree

Strongly agree	Strongly agree	Neither agree nor disagree	Neither agree nor disagree	no Elluminate is a very very bad idea. The sound quality is not up to it, the PC gets in the way, and I can't see my tutor. I hate using Elluminate.
Strongly disagree	Strongly disagree	Strongly disagree	Strongly agree	
Strongly disagree	Disagree	Strongly disagree Neither agree nor disagree	Strongly agree	
Agree	Agree	Disagree	No thanks.	
Neither agree nor disagree Neither agree nor disagree Not applicable	Neither agree nor disagree Neither agree nor disagree Agree	Neither agree nor disagree Not applicable Not applicable	Agree Agree Strongly agree	
Agree	Agree	Not applicable	Agree	I am expressing an opinion that face to face tutorials would better for pronunciation than elluminate, however I have not been involved with face to face tutorials.
Disagree	Neither agree nor disagree Neither agree nor disagree	Strongly disagree Neither agree nor disagree	Strongly agree	
Agree Neither agree nor disagree	Neither agree nor disagree	Neither agree nor disagree	Disagree Strongly agree	
Strongly disagree Disagree	Strongly disagree Agree	Strongly disagree Disagree	Strongly agree Agree	From my experience, unfortunately Elluminate is not a practical learning tool for languages. OU students are old and not very tech-savy, during our tutorials most of the time is spend with computer problems on either my teacher's side or the students. Loss of connection, microphone problems, etc.
Agree Neither agree nor disagree Neither agree nor disagree Neither agree nor disagree Neither agree nor disagree Neither agree nor disagree Neither agree nor disagree Neither agree nor disagree Neither agree nor disagree	Neither agree nor disagree Neither agree nor disagree Agree Strongly agree Agree Agree Agree	Neither agree nor disagree Disagree Neither agree nor disagree Neither agree nor disagree Neither agree nor disagree Disagree Neither agree nor disagree	Agree Agree Agree Agree Neither agree nor disagree Agree Neither agree nor disagree	Elluminate as a teaching tool is good but the sound quality is poor. The whiteboard etc is all fine but...

Not applicable	Not applicable	Not applicable	Not applicable	
Agree	Agree	Neither agree nor disagree	Disagree	I dont feel it is necessary to see the tutor in order to learn the sounds.
Agree	Disagree	Not applicable	Agree	Sorry I've only attended 1 Elluminate tutorial and no face to face ones so wasn't going to complete this survey but as you've sent a reminder I felt like I should!
Agree	Agree	Neither agree nor disagree	Agree	I think elluminate is equally as valuable as face to face . Both are necessary anf hold the students attention . Face to face is really great too .
Neither agree nor disagree	Agree	Neither agree nor disagree	Neither agree nor disagree	I have not attended an OU French face to face tutorial so am only guessing to the differences based on previous experience.
Disagree	Disagree	Disagree	Agree	From the discs that accompany the books, it is easier to repeat the words spoken and learn more this way than on Elluminate.
Disagree	Disagree	Disagree	Agree	I am taking this to be about Elluminate tutorials only. Self-help groups of two or three are much more valuable.
Disagree	Agree	Disagree	Disagree	My presence at a "real" tutorial is an intrinsically more vivid experience (than attendance at a virtual tutorial)and hence what I learn is more memorable and lasting and, hence, more valuable. The one very substantial advantage of virtual tutorials is that they can be attended without the consumption of travel time/resources
Neither agree nor disagree	Neither agree nor disagree	Strongly disagree	Strongly agree	As previously stated, I have been unable to take part in most tutorials, only one of each sort but I would be much happier at a face-toface session rather than an online one. Online I have to spend time making sure I am operating the system properly as well as taking onboard the tutorial content. I am fairly computer literate but and perhaps I need more practice at Eluminate but I do find using it and worrying about not using it correctly, take away from the effectiveness of the tutorial.
Neither agree nor disagree	Neither agree nor disagree	Disagree	Agree	Perhaps i am a bit old fashioned, but I do prefer face-to-face.
Agree	Strongly agree	Agree	Strongly agree	no, both methods are useful.
Not applicable	Neither agree nor disagree	Not applicable	Neither agree nor disagree	
Disagree	Disagree	Strongly disagree	Agree	
Agree	Agree	Neither agree nor disagree	Agree	
Not applicable	Not applicable	Not applicable	Strongly agree	no
Disagree	Neither agree nor disagree	Disagree	Agree	Unless you are technically minded elluminate can be quite daunting to use and be a distraction to the tutorial also sometimes interference can make it difficult to hear the sounds clearly.
Disagree	Agree	Agree	Neither agree nor	Sometimes eluminates tech lets it down ie sound quality

			disagree
	Neither agree nor disagree	Neither agree nor disagree	Agree
Agree			
Neither agree nor disagree	Agree	Disagree	Disagree
Neither agree nor disagree	Neither agree nor disagree	Neither agree nor disagree	
Not applicable	Not applicable	Not applicable	Agree
		Neither agree nor disagree	Not applicable
Agree	Agree		Disagree
Neither agree nor disagree	Agree	Disagree	Strongly agree
Neither agree nor disagree	Neither agree nor disagree	Neither agree nor disagree	Agree
Strongly agree	Neither agree nor disagree	Neither agree nor disagree	Agree
Disagree	Agree	Disagree	Agree
Not applicable	Not applicable	Not applicable	Agree
		Neither agree nor disagree	
Agree	Agree		Not applicable

q21a_1	q21a_2	q21a_3	q21a_4	q21a_5	q21a_6	q21a_7
0	1	0	0	0	0	0
1	0	1	0	0	1	0
1	0	0	0	1	0	0
1	0	1	0	1	0	0
1	1	0	0	1	0	0
1	1	0	0	0	0	0
1	0	0	0	0	0	0
1	0	0	0	1	0	0
0	1	0	0	0	0	0
1	1	0	0	0	0	0
1	1	0	0	0	0	1
1	0	0	0	0	0	0
1	0	0	0	1	1	0
1	0	0	0	0	0	0
1	1	0	0	1	0	0
0	1	0	0	1	1	0
0	0	0	0	0	1	0
1	1	0	0	1	0	0

0	1	0	0	0	0	0
1	1	0	0	1	0	0
0	0	0	0	1	1	0
1	1	0	0	0	0	0
1	1	0	0	0	0	0
0	1	0	0	1	1	0
1	0	0	0	0	0	0
0	0	0	0	0	0	0
1	0	0	0	1	0	0
1	1	0	0	1	0	0
1	1	0	1	0	0	0
1	1	0	0	1	0	0
1	1	0	0	0	1	0
1	1	0	0	1	0	0
1	1	0	0	0	0	1
0	0	0	0	0	0	0
0	1	0	0	0	1	0
1	1	0	0	0	0	0
1	1	0	0	1	0	0
0	0	0	0	1	0	0
1	1	0	0	1	0	0
1	0	0	0	0	1	0
1	1	0	0	0	0	1
1	0	0	0	1	0	1
1	1	0	0	0	0	0
1	1	1	0	0	0	0
1	1	0	0	1	0	0
0	0	1	0	1	1	0
1	1	0	0	0	0	0
1	1	0	0	1	0	0
0	1	0	0	0	0	0
1	1	0	0	1	0	0
1	1	0	0	0	1	0
1	0	0	0	0	0	0
1	1	0	0	0	0	0
0	1	0	1	0	0	0
1	1	0	0	0	0	0
0	0	0	0	1	1	1
1	1	0	0	1	0	0
0	1	0	0	0	0	0
0	0	0	0	0	0	0

1	1	0	0	1	0	0
1	0	0	0	1	1	0
0	1	0	0	1	0	0
1	0	1	0	1	0	0
1	1	0	0	1	0	0
1	1	0	0	0	0	0
1	0	0	0	1	0	1
0	1	0	0	0	0	0
0	1	0	0	0	1	0
1	1	0	1	0	0	0
1	1	0	0	0	0	0
1	1	0	0	0	1	0
1	0	0	0	1	0	1
1	1	0	0	0	0	0
1	0	0	0	0	0	0
0	1	0	0	0	0	0
1	1	0	0	1	0	0
1	1	0	0	1	0	0
1	0	1	0	1	0	0
1	1	0	0	0	0	0
0	1	0	0	1	1	0
1	0	0	0	1	1	0
1	1	0	0	0	0	0
1	1	0	0	0	0	0
1	0	1	0	0	1	0
1	1	0	0	1	0	0

q21a_7_other

q21b_1

It is easy to understand a person if you can see them

This is surely a time tested method of teaching in any subject.
I can hear my teacher
Obviously you can't see your teacher during Elluminate sessions.
you cannot see the teacher on Elluminate.
IT CANNOT BE SEEN ON ELLUMINATE, WE USE AUDIO ONLY.
The whole procedure is much quicker

face to face contact with other students

This helps with me with my pronunciation and understanding.

can see the teachers expression and interaction is easier
It is better to see and understand teh body language associated with phrases
learning by visual in put is helpful

she can do this on a one to one basis
You can see them

Tuto sound/visual is highest. Opportunity to interrupt, prompt, ask questions with ease.

You can't see the teacher on Elluminate! It's a more formal situation, so it's more difficult to ask quick questions to clarify.

human contact is important (in my view)
I learn more with visuals

I don't see a tutor on Elluminate

Nothing can replicate the benefit of face-to-face learning.

If face to face you can see what your tutor does and copy it

I don't think that for me it is better

You can't see your teacher on elluminate so this can only be done face-to-face

It has a more natural feel, interaction is more immediate because you can talk in a quicker more conversational fashion. If someone accidentally starts talking too soon in Elluminate it can take a while for communication to be clear as people can't hear each other.

Pronunciation can improve by watching the teacher.

Face-to-face tutorials are a bit longer - typically 3 hours so more time to practice. Also no awkward time delay as with Elluminate

Eye contact, expressions, encouragement all from face-to-face contact

Can't see this on-line

because the tutor can "fill in" cultural and/or linguistic points

You can see the tutor in a classroom, and see his expressions and gestures. Human communication is much more than sound.

Because you can see your teacher demonstrate and explain. You can receive immediate feedback and see the teacher's mouth without any problems with connection etc.

feel there's more time

Everything is better face to face.

It is clearer and more involving.

Having a conversation.

Can't see teacher on Elluminate.

Because they are standing or sitting in front of you.

more personal

mimic methos - slearly and gestures may help assist understanding.

Yout teacher is in the class, you can see and hear the pronunciation

Cannot see tutor on elluminate

Because they are physically there and this method of learning is best when the tutor is physically present.
when learning a language, we use not only the ears but also the eyes to be able to immitate a certain sound, pronunciation. The face to face "sound" is better and more reliable quality than via a computer (most of the time with bad microphone or slow internet connection)
More interactive exercises (demonstrate and actual participation in certain exercises) helps things to 'stick' in my mind.

Cannot see teacher on eluminate

more comfortable learning style for me
see shape of mouth to make sounds

Viewing white boards, activities, etc

It's difficult to substitute one on one tutorials

you can't see the teacher on Elluminate
this is just the same as elluminate,helps you learn

We can learn how to pronounce the word/s properly

Our tutor does not use video function of Elluminate. Is there one?
Please see below

Not having to think about technical
use of a computer at the same time
as trying to learn something

I feel this is better done when you are face-to-face as not all the tools we use to communicate come across on computer, eg as in telephone conversations.

I have chosen these three answers because we don't use video conferencing on the elluminate sessions

You can see them

You do not see the teacher unless web camera is used which tends to be a poor picture.

interacion and response

easy to understand

Personally I find it easier to absorb what is being said during face-to-face tutorials than on-line.

More personal

Live in front of you has to be better!

I just seem to pick it up better

Because the best way to learn a language is not just from hearing it but seeing it as well. teachers can give personal on the spot advice

Elluminate does not enable students to see their teacher.

visual contact may help learning but depends on class size

you can see the shape your mouth is supposed to be

Because you can SEE your teacher

Feed back is much better face to face. Screen based learning presents a barrier between student and teacher.

q21b_2 q21b_3

I find this useful when working alone

I can hear my teacher

As
above
As above.

I myself cannot well recognize the sounds of French language by listening (phonematic hearing difficulty), so only when I see somebody I could mime the face muscles movements and thus say something similar. This helps me with the pronunciation of sounds.
can watch the lip patterns

As
above

Pretty obvious!

Helps with pronunciation
This is better face to face as we do not have camera facilities
You can't see the teacher on Elluminate!

difficult to explain but it seems better (subjunctive)
To see how the mouth forms the words
I think it is easier to learn how to pronouce a word watching the tutor's mouth.

As
above

I don't I could see it in a face to face
again, you need to see your teacher face-to-face
This i s very important in French, how the mouth is shaped and whereabouts the sound is coming from is so much easier to learn with someone standing in front of you. Also, they can correct you if you are getting it wrong.
Helps to copy the actions.

Again, obviously an advantage when coming to practice sounds and pronounciation

You can see the moves and different tongue positions to sound words.
Can't see this on-line

this is so important when trying to emulate pronunciation

Isn't it obvious - you can't see it at all online!
same as above

It is more natural and the PC does not get in the way. It is better preparation for speaking to a French person
FACE-TO-FACE!

Because they are standing or sitting in front of you.

more
natural more personal
again visual learning helps me.

I think it helps to provide a better understanding of vowel sounds which in turn provides better pronunciation of the language.

as
above

Cannot see tutor on Elluminate
it's in 3d in face to face it's not the same in 2d
again them being physically there helps
as above.

Cannot see teacher on Elluminate
Because I can't see my teacher's mouth and how it moves when using Elluminate
easier to immitate
can mimic it

It's difficult to substitute one on one tutorials
helps to understand how you make the sound you need to make

as
above

Because you can see the tutors face.

Helps with saying the words correctly.

See above
Please see below

It is just better.
French being such an expressive language, need to SEE.

as
above

You can see them
You do not see the teacher unless web camera is used which tends to be a poor picture.

We have never been able to see our teacher on Elluminate but have been given descriptions of how to hold your mouth which can be difficult to follow.

pronunciation of words, shape to form mouth

As

above

as

above

This just helps in general with learning vocabulary

The same as above.

Seeing and explaining how the sounds are formed, also hearing the words and/or syllables.

you can see the shape your mouth is supposed to be
same as above

ditto

of course this is a great help You can correct yourself

q21b_4 q21b_5

I find it very useful in as much that errors can be corrected immediately.

I can hear my teacher

You don't have to wait for those that are less familiar and confident with the software

IMMEDIATE FEEDBACK IS THE MOST EFFECTIVE TYPE OF FEEDBACK.

always necessary whether ell or face to face

It is more interactive

The teacher can see and hear all the pupils at once and can immediately pick up signs of weakness or distress

Shows me where I am going wrong & more importantly - when I get something right !

It's more relaxed in face-to-face tutorials as we can all see each other and don't have to wait to speak our turn in the formal way we have to on Elluminate.

It is a human interaction and it really does not matter if it is on Elluminate or face to face what is more important is the frequency of these events (i.e. the frequency of both kinds of tutorials)

I make a note of any corrections.

Sometimes reception is not ideal and the finer points of pronunciation can be missed.

Corrections then can't creep in and mistakes are immediately corrected

Not really able to do this

you probably get more immediate reaction and you can see your teacher's reaction too

Helps to correct the mistakes.

this enables you to rectify your mistakes before a mis-pronunciation is lodged in your mind
there is not enough input from our tutors. The workshops seem to be the only real teaching. Language is a social skill and for beginners the face to face teaching activities are more effective.
In practice you cannot cope with more than 2 people speaking on Elluminate so feedback is slower as he has to teach other pupils.
same as above

Technical problems often make communication difficult.

fresh in my mind.

It prevents the development of bad pronunciation habits

applies to both media

because they can demonstrate more physically with their mouth and provide clearer sounds how to improve.

for certain sounds only

As soon as you say something everyone listens and the teacher also response exactly to your answer.
It's difficult to substitute one on one tutorials

standard

immediate feedback stops bad habits

Is is more personal.

Told if I am saying the word/sentence correctly and where am I going wrong?

Body language and richer conversational pragmatics in general. Can concentrate on content rather than mechanics of interaction.

As above

as
above

you can progress

As above!
as above
Personal feedback is essential

Explanation if correct or not.
as good online or face-to-face

very helpful

q21b_6

q21b_7

q22

I take a while to learn new sounds.

As stated previously I believe that both methods are inclusive and each helps the learning process in an identical manner.

It doesn't compare at all

IT IS TIME TO CONSIGN IT TO THE SCRAPHEAP AND REPLACE IT WITH AN INTERACTIVE VIDEOCONFERENCING TOOL SUCH AS DEMONSTRATED BY SKYPE. I USE SKYPE FREQUENTLY AND IT IS BRILLIANT FOR FACE TO FACE COMMUNICATION. WE COULD WATCH THE TUTOR AND THEREBY LEARN MUCH BETTER. HE/SHE COULD ALSO WATCH US AS WE ATTEMPT TO PRONOUNCE AND OFFER FEEDBACK ACCORDINGLY.

It is good tool but only if a limited number of students are using it at once - four should be the maximum. When somebody asks a question it is five minutes wasted for others who wait for their turn. I think also that not being

able to hear oneself speaking is a big handicap because I am never sure if I am heard by others.

No

it is easier to relax more in face to face contact than on-line as you have the benefit of facial expression

I much prefer face to face - it is a more relaxed format and you can concentrate on the French rather than the IT

elluminate is a much slower process and not as much work is achieved due to everything you have to look at and manage whilst trying to speak. sometimes the tutors have trouble using different teaching methods

repetition always makes learning easier

During face-to-face the whole class can chant at the same time. The teacher can listen selectively and/or pass around the class listening to how the individual students are coping during the communal exercise. This is not possible on Elluminate.

Because it is clearer who the teacher is asking questions to.

Not very well. The problem with Elluminate, especially with a large group, is the length of time spent in individual idleness while others are speaking. It is also not possible to hold any meaningful intra-class dialogue or conversations in the language being studied.

Elluminate simply does not compare with face 2 face learning. Body language is also an extremely important part of learning (eyebrow, shrugs etc) and we pick this up from our tutor.

repetition makes for improvements but these repetitions need supervising and it does not matter if it is face to face or on Elluminate

Hearing a word just once is rarely enough to really learn how to pronounce difficult words.

I have never participated in an Elluminate session.

Convenience

Time can be lost in the lesson by people joining the session late and also with technical problems.

I have answered the above in the negative to get onto the next stage. I do not find that face to face are better except that you meet other students. I think that Elluminate is learning tool I get the most out of.

Again, if the teacher can see how you are saying something as well as hearing, they can help correct where you are going wrong.

On some tutorials it has been hard to hear- not always for the whole tutorial- so despite everything being set up ok at the beginning, the tutor will drift in and out of hearing range and sometimes disappear all together(as in she has to log-in again for no apparent reason- it must make it difficult to teach also)

Self explanatory

Repetition, repetition, repetition... help you to get it better. To master the skill.

I would say that overall, it cannot possibly replace fact-to-face tutorials; it can only ever be an adjunct to them. I really do not find Elluminate helpful in my language learning. It's actually put me off. It's just poor compared to classroom.

more time

Whilst I enjoy Elluminate, I find face to face more rewarding because I can interact with other students more

Face to face tutorials = good. Elluminate = bad.

Elluminate is no use at all. I really do not like it.

It is hard to be spontaneous on Elluminate, there is always a time lag.

I appreciate being at my desk surrounded by my study resources – which I can't do at a face to face tutorial – during an Elluminate session.

Repetition of sounds helps to consolidate this new knowledge

Sometimes, face-to-face pronunciation can be quite stressful, especially when the student is not feeling very confident in his/her ability. Therefore, learning from the privacy and comfort of your own home greatly reduces the stress and contributes to a more positive learning environment

No

as above.

More Day Schools, I absolutely love them. Suggestion: as you have the teachers on your books already, maybe create new "units" as weekend language crash courses, like the LXR122 (French residential school) but in London (hence more accessible to everybody, you would definitely have more interest and participation and be more cost effective both for you and for the students) I have no problems using Elluminate, I just find the face-to-face tutorials for user friendly.

Face to face pronunciation is clearer and more easily corrected because the teacher can also see what my mouth is doing

As a new learner it is still difficult for me to cope with the computing side at the same time as the actual tutorial so more practice on both is required

The teacher can repeat it straight away and because there is no face to face tutorial, you need to concentrate more and listen more carefully which is more

It is good to have the white board, again it's more effective because you are concentrating more and are less distracted.

effective.

There is not much difference as far as I am concerned, as far as pronunciation is concerned, between the two.

repeating helps you learn

No comment.

It is a pretty poor substitute for face-to-face tutorials, but valuable for small self-help groups when face-to-face is impractical.

I would like to repeat here a previous point:- attending a "real" tutorial is an intrinsically more vivid experience, and therefore the information that is provided during such a tutorial makes a more lasting impact; it is more memorable, and therefore more valuable. A "virtual" tutorial has the very big advantage that no travel is needed, and is therefore possible in situations in which a real tutorial is not possible.

More of the brain is used to take in relevant information when you are not worrying about technical skills, it is a french course not a computer skills course after all.

Badly

easier

not really:

I have only been to one illuminate tutorial

It seems more natural repeating things face to face.
enjoyable

You can't beat face to face

Illuminate does give you the option to just listen to the tutorial rather than feeling 'on-the-spot' to answer. However the technical side can be quite distracting and sometimes parts of the tutorial can be difficult to follow on the whiteboard.

Its a good mix. I need to use it more often to give a better response to this survey

Repetition is key to getting familiar with the hearing and repeating the words
both sides can immediately hear and respond rather than waiting for microphones to be shit/opened

ditto

q23_1	q23_2	q23_3	q23_4	q23_5	q23_6	q23_7
Very often	Very often	Sometimes	Often	Never	Never	Often
Sometimes	Sometimes	Sometimes	Sometimes	Often	Often	Sometimes
Often	Often	Very often	Often	Sometimes	Never	Very often
Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable
Almost never	Sometimes	Never	Often	Often	Never	Never
Sometimes	Sometimes	Sometimes	Almost never	Sometimes	Almost never	Never
Sometimes	Almost never	Sometimes	Almost never	Almost never	Often	Never
Sometimes	Almost never	Almost never	Sometimes	Sometimes	Sometimes	Never
Never	Not applicable	Never	Never	Very often	Never	Not applicable
Never	Sometimes	Sometimes	Sometimes	Sometimes	Never	Never
Sometimes	Sometimes	Almost never	Sometimes	Sometimes	Almost never	Never
Almost never	Sometimes	Sometimes	Almost never	Sometimes	Sometimes	Sometimes
Often	Sometimes	Often	Often	Sometimes	Sometimes	Sometimes
Never	Never	Sometimes	Sometimes	Almost never	Often	Not applicable
Sometimes	Sometimes	Sometimes	Often	Sometimes	Sometimes	Never
Sometimes	Sometimes	Almost never	Often	Sometimes	Almost never	Never
Often	Often	Sometimes	Often	Sometimes	Never	Never
Often	Sometimes	Sometimes	Sometimes	Sometimes	Sometimes	Never
Sometimes	Often	Often	Often	Almost never	Often	Not applicable
Sometimes	Sometimes	Almost never	Often	Often	Almost never	Sometimes
Often	Sometimes	Sometimes	Sometimes	Sometimes	never	Never
Sometimes	Often	Often	Often	Often	Often	Never
Sometimes	Almost never	Sometimes	Often	Very often	Almost never	Very often
Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable
Very often	Sometimes	Sometimes	Sometimes	Very often	Almost never	Sometimes
Almost never	Sometimes	Sometimes	Sometimes	Never	never	Not applicable
Sometimes	Often	Sometimes	Often	Sometimes	Almost never	Never
Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable
Sometimes	Sometimes	Sometimes	Often	Sometimes	Sometimes	Sometimes

Very often	Very often	Very often	Very often	Sometimes	Sometimes	Often
Very often	Very often	Very often	Often	Often	Often	Never
Never	Sometimes	Sometimes	Very often	Often	Almost never	Never
Very often	Sometimes	Sometimes	Very often	Sometimes	Almost never	Never
Almost never	Sometimes	Never	Sometimes	Sometimes	Never	Never
Often	Sometimes	Often	Very often	Sometimes	Often	Never
Very often	Very often	Sometimes	Often	Very often	Never	Never
Very often	Almost never	Sometimes	Very often	Very often	Not applicable	Sometimes
Very often	Very often	Almost never	Very often	Very often	Sometimes	Never
Sometimes	Almost never	Never	Sometimes	Often	Never	Never
Often	Sometimes	Very often	Very often	Sometimes	Sometimes	Sometimes
Often	Sometimes	Often	Often	Often	Almost never	Very often
Sometimes	Often	Sometimes	Often	Very often	Never	Never
Almost never	Often	Almost never	Sometimes	Sometimes	Never	Never
Often	Sometimes	Sometimes	Sometimes	Often	Almost never	Never
Almost never	Sometimes	Sometimes	Sometimes	Sometimes	Sometimes	Almost never
Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable
Almost never	Sometimes	Sometimes	Sometimes	Almost never	Sometimes	Not applicable
Sometimes	Sometimes	Often	Often	Sometimes	Often	Almost never
Almost never	Sometimes	Sometimes	Often	Sometimes	Sometimes	Never
Sometimes	Never	Never	Almost never	Never	Never	Never
Very often	Often	Sometimes	Often	Sometimes	Sometimes	Almost never
Very often	Sometimes	Sometimes	Often	Often	Sometimes	Never
Very often	Sometimes	Often	Almost never	Sometimes	Sometimes	Never
Sometimes	Often	Sometimes	Often	Often	Sometimes	Never
Sometimes	Often	Often	Often	Often	Often	Not applicable
Often	Sometimes	Almost never	Often	Sometimes	Never	Almost never
Very often	Sometimes	Sometimes	Often	Sometimes	Sometimes	Very often
Very often	Often	Very often	Very often	Sometimes	Very often	Almost never
Sometimes	Sometimes	Almost never	Sometimes	Almost never	Sometimes	Often
Almost never	Sometimes	Almost never	Very often	Sometimes	Almost never	Never

Not applicable Almost never	Not applicable Almost never	Not applicable Sometimes	Not applicable Sometimes	Not applicable Sometimes	Not applicable Almost never	Not applicable Never
Never Sometimes	Sometimes Sometimes	Not applicable Often Almost never	Sometimes Often Very often	Sometimes Often Very often	Not applicable Very often Almost never	Never Often Never
Often	Often					
Never	Never	Almost never	Often	Very often	Almost never	Almost never
Almost never Almost never	Sometimes Sometimes	Almost never Almost never Almost never	Often Sometimes Very often	Sometimes Sometimes Sometimes	Almost never Sometimes Almost never Very often Sometimes	Never Never Never Sometimes Never
Very often Sometimes Very often	Very often Often Very often	Sometimes Sometimes	Often Often	Sometimes Often Sometimes		
Not applicable Sometimes	Not applicable Sometimes	Sometimes Sometimes	Very often Often	Sometimes Sometimes	Not applicable Sometimes Almost never	Never Never Never
Sometimes Not applicable Very often	Sometimes Not applicable Sometimes	Often Not applicable Never Almost never	Often Not applicable Often Almost never	Often Not applicable Often Almost never	Not applicable Almost never Not applicable Never Almost never	Never Not applicable Often Often
Sometimes	Sometimes					Often
Almost never	Never Not applicable Not applicable	Sometimes Sometimes Not applicable	Never Often Not applicable	Sometimes Often Not applicable	Sometimes Not applicable Not applicable Almost never	Never Sometimes Not applicable
Sometimes Not applicable	Sometimes	Sometimes	Sometimes	Sometimes		Never
Often Almost never	Often	Often	Often	Sometimes	Sometimes Almost never Almost never	Never Almost never
Sometimes	Sometimes Almost never	Sometimes	Often	Sometimes		Never
Sometimes	Often Not applicable Very often	Never Almost never Not applicable Sometimes	Never Very often Not applicable Sometimes	Sometimes Very often Not applicable Never	Sometimes Not applicable Very often	Very often Not applicable Never
q23_8	q23_9	q23_10	q23_11	q23_12	q23_13	

Never Sometimes	Never Sometimes	Sometimes Sometimes	Never Sometimes	Often Sometimes	Almost never Sometimes
Almost never Not applicable Almost never	Sometimes Not applicable Never	Almost never Not applicable Never	Almost never Not applicable Often	Often Not applicable Often	Very often Not applicable Never Almost never
Sometimes	Never	Sometimes Almost never	Sometimes	Often	Never
Often Almost never	Never	Sometimes	Often Almost never	Often	Very often
Never Sometimes Almost never Not applicable Sometimes	Not applicable Never Sometimes Often Never	Never Sometimes Almost never Not applicable Often	Very often Sometimes Sometimes Not applicable Sometimes	Often Sometimes Often	Very often Sometimes Never Sometimes
Sometimes Sometimes	Almost never Sometimes	Sometimes Sometimes	Sometimes Sometimes	Often Sometimes	Almost never Sometimes
Never	Almost never	Never	Not applicable	Never	Almost never Almost never
Often Almost never Almost never	Often	Sometimes	Sometimes	Sometimes	Sometimes
Sometimes	Sometimes Almost never	Sometimes Sometimes	Sometimes Almost never Not applicable Almost never	Often Often	Sometimes Almost never
Never Almost never	Never	Never	Not applicable	Sometimes	Never
Sometimes Not applicable	Often Almost never	Sometimes Almost never Not applicable Almost	Often Not applicable	Often	Sometimes
Never Never	Not applicable Sometimes	Not applicable Never	Not applicable Sometimes	Sometimes Sometimes	Sometimes Not applicable Almost never Never
Not applicable	Often	Not applicable	Often	Often	Sometimes
Not applicable	Not applicable	Not applicable	Not applicable	Very often	Not applicable

Almost never	Almost never	Sometimes	Sometimes	Often	Often
Often	Very often	Very often	Sometimes	Very often	Sometimes
Almost never	Often	Often	Often	Often	Very often
Sometimes	Sometimes	Almost never	Not applicable	Often	Never
Never	Sometimes	Often	Often	Often	Sometimes
Never	Never	Never	Never	Never	Almost never
Almost never	Often	Almost never	Sometimes	Often	Often
Never	Never	Never	Never	Sometimes	Never
Never	Not applicable	Sometimes	Often	Not applicable	Never
Never	Never	Sometimes	Very often	Often	Sometimes
Never	Almost never	Never	Sometimes	Often	Sometimes
Sometimes	Sometimes	Sometimes	Often	Very often	Almost never
Very often	Almost never	Often	Sometimes	Often	Very often
Sometimes	Never	Almost never	Often	Often	Sometimes
Never	Almost never	Not applicable	Sometimes	Sometimes	Often
Never	Sometimes	Sometimes	Often	Often	Sometimes
Sometimes	Sometimes	Almost never	Almost never	Sometimes	Sometimes
Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable
Never	Often	Not applicable	Sometimes	Sometimes	Sometimes
Almost never	Sometimes	applicable	Often	Often	Almost never
Sometimes	Never	Almost never	Never	Almost never	Very often
Never	Never	Never	Sometimes	Never	Never
Never	Never	Almost never	Sometimes	Almost never	Almost never
Almost never	Almost never	Almost never	Not applicable	Sometimes	Often
Almost never	Sometimes	Sometimes	Almost never	Very often	Never
Sometimes	Sometimes	Sometimes	Sometimes	Often	Sometimes
Sometimes	Sometimes	Sometimes	Often	Sometimes	Sometimes
Never	Sometimes	Never	Often	Sometimes	Almost never
Sometimes	Sometimes	Often	Sometimes	Sometimes	Sometimes
Sometimes	Sometimes	Sometimes	Often	Very often	Very often
Often	Almost never	Very often	Almost never	Very often	Never

Never	Never	Never	Often	Often	Almost never
Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable
Almost never	Sometimes	Sometimes	Almost never	Sometimes	Often
Never	Not applicable	Not applicable	Never	Almost never	Never
Sometimes	Sometimes	Sometimes	Sometimes	Sometimes	Sometimes
Never	Never	Never	Sometimes	Sometimes	Very often
Never	Never	Never	Often	Sometimes	Often
Never	Not applicable	Never	Not applicable	Sometimes	Almost never
Never	Almost never	Never	Never	Sometimes	Never
Never	Never	Never	Almost never	Sometimes	Never
Often	Sometimes	Sometimes	Often	Often	Sometimes
Never	Almost never	Never	Not applicable	Often	Sometimes
Never	Sometimes	Almost never	Sometimes	Very often	Sometimes
Almost never	Sometimes	Almost never	Often	Often	Never
Sometimes	Sometimes	Sometimes	Not applicable	Sometimes	Sometimes
Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable
Almost never	Sometimes	Almost never	Sometimes	Often	Sometimes
Never	Almost never	Never	Sometimes	Sometimes	Never
Never	Never	Never	Sometimes	Never	Sometimes
Not applicable	Not applicable	Not applicable	Very often	Very often	Often
Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable
Sometimes	Sometimes	Almost never	Often	Sometimes	Almost never
Often	Sometimes	Sometimes	Sometimes	Often	Almost never
Never	Sometimes	Almost never	Sometimes	Often	Almost never
Never	Almost never	Never	Often	Often	Almost never
Never	Often	Never	Often	Very often	Very often
Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable
Never	Never	Never	Never	Sometimes	Never

q24	q24_4_other	q25
Other - please specify:	I try to pronounce it anyway	Often
	I generally use another word with similar meaning.	Sometimes
	I generally use another word with similar meaning.	Sometimes
Other - please specify:	Not applicable	Not applicable
Other - please specify:	I guess it	Very often
Other - please specify:	Make an attempt in French	Often
	I generally use another word with similar meaning.	Never
	I generally wait for another student to use it in the activity.	Sometimes
	I generally try to say it using a similar sound from English.	Never
	I generally wait for another student to use it in the activity.	Sometimes
	I generally wait for another student to use it in the activity.	Sometimes
	I generally wait for another student to use it in the activity.	Sometimes
Other - please specify:	i usually have a go at the french	Sometimes
Other - please specify:	I ask the tutor	Sometimes
Other - please specify:	I ask	Sometimes
Other - please specify:	I try it and wait for correction (if required) from the tutor. That is the reason we have a tutor!what the	Sometimes
	I generally wait for another student to use it in the activity.	Often
	I generally try to say it using a similar sound from English.	Sometimes
	I generally try to say it using a similar sound from English.	Often
	I generally wait for another student to use it in the activity.	Sometimes
Other - please specify:	i make the best guess	Sometimes
	I generally try to say it using a similar sound from English.	Sometimes
	I generally wait for another student to use it in the activity.	Sometimes
Other - please specify:	I have never participated	Not applicable
Other - please specify:	I make an attempt to pronounce	Never
Other - please specify:	I try to pronounce it anyway	Sometimes
	I generally wait for another student to use it in the activity.	Sometimes
Other - please specify:	i'll find the pronunciation online	Very often
	I generally wait for another student to use it in the activity.	Sometimes
	I generally wait for another student to use it in the activity.	Sometimes
	I generally try to say it using a similar sound from English.	Often
Other - please specify:	I ask my tutor.	Almost never
	I generally wait for another student to use it in the activity.	Sometimes

I generally wait for another student to use it in the activity.	Not applicable
I generally try to say it using a similar sound from English.	Often
Other - please specify: I usually know how to pronounce it	Very often
Other - please specify: I ask the tutor!	Often
I generally use another word with similar meaning.	Sometimes
I generally wait for another student to use it in the activity.	Almost never
I generally use another word with similar meaning.	Sometimes
Other - please specify: ask the tutor	Very often
Other - please specify: I just give it a go.	Sometimes
I generally try to say it using a similar sound from English.	Never
I generally wait for another student to use it in the activity.	Often
I generally try to say it using a similar sound from English.	Sometimes
I generally try to say it using a similar sound from English.	Not applicable
Other - please specify: I usually write a message in the chat box asking for clarification	Not applicable
Other - please specify: ask the teacher	Sometimes
Other - please specify: I think of the way to pronounce by breaking the word down into sections	Very often
I generally wait for another student to use it in the activity.	Never
I generally wait for another student to use it in the activity.	Almost never
I generally try to say it using a similar sound from English.	Sometimes
I generally try to say it using a similar sound from English.	Sometimes
I generally use another word with similar meaning.	Often
I generally use another word with similar meaning.	Sometimes
I generally wait for another student to use it in the activity.	Sometimes
I generally try to say it using a similar sound from English.	Sometimes
I generally use another word with similar meaning.	Sometimes
I generally wait for another student to use it in the activity.	Sometimes
I generally wait for another student to use it in the activity.	Sometimes
Other - please specify: trying to pronounce it using pronunciation for similar spelled French words	Not applicable
I generally wait for another student to use it in the activity.	Never
Other - please specify: look for similarities with words I do know how to pronounce	Not applicable
Other - please specify: i ask the tutor	Sometimes
Other - please specify: I try it	Often
I generally use another word with similar meaning.	Not applicable
I generally try to say it using a similar sound from English.	Almost never
I generally try to say it using a similar sound from English.	Often

Other - please specify:	I have only done one online tutorial	Not applicable
	I generally use another word with similar meaning.	Very often
	I generally try to say it using a similar sound from English.	Not applicable
I generally try to say it using a similar sound from English.		Not applicable
Other - please specify:	I guess the pronunciation using experience of other French words	Often
Other - please specify:	attempt to pronounce using basic knowledge of how similar looking french words are pronounced.	Often
Other - please specify:	not applicable	Not applicable
	I generally wait for another student to use it in the activity.	Almost never
	I generally try to say it using a similar sound from English.	Sometimes

I generally try to say it using a similar sound from English.	Never
I generally try to say it using a similar sound from English.	Not applicable
Other - please specify:	not applicable
I generally wait for another student to use it in the activity.	Not applicable
I generally try to say it using a similar sound from English.	Sometimes
I generally use another word with similar meaning.	Sometimes
I generally wait for another student to use it in the activity.	Not applicable
I generally wait for another student to use it in the activity.	Sometimes
Other - please specify:	Often
	Not applicable
I generally wait for another student to use it in the activity.	Sometimes

q26

q27

I can get immediate feedback from the tutor

Repetition is the most useful tool in my opinion.

Ask the tutor for advice.
NO

Part way through the course I am growing in confidence because of improved pronunciation.
I don't
I don't
It is convenient. I don't have to leave home.
I DO NOT LIKE IT
It is fun to communicate with the other students at the same level, although the forums are full of rather scarily confident people.

Pronunciation HAS NOT BEEN TAUGHT on my sessions.
Only thing similar to this was when we are corrected that the word X is not pronounced "gobbledygook" but "gobbledygook". The general attitude is that we should have already known it (for example from CDs). I presume one-to-one sessions would be a good commitment from the tutors to teach us how to say the words in French.
No

daniels session was excellent this evening. i am not in his

I don't like it because it is limited to repeating one sentence after a Tutor and one sentence to say on one's own.
I get immediate feedback from my tutor.
it is practice
Its good to feel that what level others are at and the understanding they have4
because any conversations are good to practice

group would like to join as session again

Put up the hand and ask the tutor to pronounce the word
them try to copy him/her. Do this even if it means 'butting
in'.

Drills and repetitions would be useful. At the moment we
are trying to put together sentences and get the
pronunciation right at the same time - too much to think
about. So sometimes the pronunciation goes because I'm
struggling just to think of the right word or grammatical
structure. It would be good to focus more explicitly on
pronunciation at times.

most important for me is to know that i will be able to
experiment and make mistakes with confidence in order to
move forward. I think this is an confidence booster

Not at the moment.

Better use of video, embedded streams with underlined stress markers

I could probably do with better headphones!!!

Lots of repetition - but an hour isn't long enough

I think if we were given a piece of text to prepare and then
each read it out, the tutor would be able to correct us and we

and you can be quickly corrected

it is less embarrassing than face to face
All practice is useful

I don't, but it's better than nothing.

It is quite informal, and break-up rooms allow a
smaller number of people to reduce any anxiety
I might feel.

I don't !

I can hear the intonation and from that
understand how to get the pronunciation.

It's good to get feedback and have an alternative
means than the CDs.

it helps

it stimulates me and helps with my objectives
(to learn how to listen to and speak french

Any practice is worth while

I have never participated on Elluminate.

...I guess that it's slightly less intimidating than
being face-to-face.

We do not concentrate on pronunciation in my
tutorials.

I feel easier being on line rather than face to
face even if I do get concerned before and
during the sessions.

i can practice in real-time but don't have to be
heard until I'm ready to be

I like the chance to take turns and the attention
it gives you, having the words in front of you on
the screen without distractions helps with the
concentration and memory

I do not have to travel.

I either learn how to pronounce new words and
gain confidence in this or I find I can pronounce
words and that gives my confidence a boost too!

... helps me to keep up with my learning and
practice more speaking french.

It is the only verbal contact with other students
& tutor

I need all the help I can get to improve this skill!

would each get good practice in pronunciation.

set a specific part of the session for pronunciation practice, and have the tutor input - rather than breakout rooms where peer learning often replicates errors and puts the onus on a stronger student to assist the one who is experiencing difficulties.

no

Putting more emphasis on the International Phonetic Alphabet.

use of white board to stress the sound, with pictures of the mouth and symbols, linked with the teacher pronouncing the word.

No The elluminate system facilitates practice in a supportive environment

Maybe we should be taught the phonetic alphabet and be drilled with the sounds so that we can work them out for ourselves. This should be done face-to-face. A DVD of how to form your mouth for certain sounds would be a good aid for some students. The problem with pronunciation is that if you start to pronounce a word incorrectly, because you can't quite form your mouth in the right way or similar, and there is nobody to correct you, there's a chance that you will learn that word incorrectly and that will remain with you. I listen to the CDs, I repeat what is said, I think I sound the same but there is no one to tell me if I do sound the same. We have a one hour tutorial about once a month, which goes very quickly and depending on the amount of students attending and the problems encountered you may get to say a couple of sentences. It's not enough. The tutor provides a lot of information prior to the session what would be useful is to have key words pronounced in advance

I don't like doing pronunciation work on Elluminate. there are too many students so often I only get to speak a few times in a session.

I dont. The Elluminate tutorials are clunky, slow and ineffective.

practice maks perfect

This is a loaded question. I do not like learning on Elluminate. It was a big mistake by the OU to force this upon us.

I probably would, but we haven't focused on pronunciation.

It helps me to improve my French.

It is an opportunity to practise speaking french
n.a

Because it helps me to become a bit more confident in my ability to speak the language

I some times like doing pronunciation on elluminate

I can practice in a supportive environment with a strong lead from my tutor

It will help me learn without the embarrassment of being in front of other people

I am unable to attend the face to face tutorials, therefore it is almost my only opportunity to use French.

I don't like it.

The more I try and pronounce something the better I will get (it will stick) and I will learn how to say something correctly.

It is my only option!

It's better than nothing.

I can listen

it gives me confidence

It encourages me to work harder and to keep in

hearing french people speak in real situations

No

No

no

no

Have shorter one-to-one tutorials with your teacher so you don't feel so self-conscious and make full use of your time on elluminate.

More face to face discussions and listening.

Nothing is really better than hearing authentic French - as on the CDs.

touch with the language

It's essential to be able to speak French well.

It does make you focus on sounds

N/A

I just like to improve my pronunciation, whichever method.

it all helps to improve but not really applicaable to me

its fun

I do not like Elluminate at all. I would carry on with my French studies i.e. do the follow on course Ouverture but because of Elluminate which stresses me out, I will only be doing L192!

I don't

it is an interactive medium - I can ask questions and obtain immediate feedback.

I don't

it's an opportunity to use French as you would when using the phone or Skype.

Good practice for Oral exam, and for speaking with French people on holidays

x

I don't mind either way

it is as near to face to face practice as you can get without actually being in the classroom and still involves interacting with other people.

You get immediate feedback

Don't do a lot!

i do not use eluminate

Feedback is usually immediate - I can quickly ascertain how I am doing - and I am reassured that mine is on the whole no worse than other students'.

Regular practice.

It improves my french in general, pronunciation is very important

not applicable

it is important to beter my pronunciation and th etutor is the only one who will correct me

q28			q30
			No
I feel more at ease with	I have been using a local teacher to help with pronunciation as I generally don't like going on line to study.		No
Comparisons may be odious but it's 'Elluminating' to compare one's attempts at correct pronunciation with that of other students.	I think it's a well designed course. Increasing the frequency of face to face tutorials would be beneficial but the Elluminate sessions compensate in some ways for this.		Yes
Because I can interact with my tutor			No
I prefer the interaction of face-to-face tutorials and regard Elluminate as a necessary but inferior method of learning			No
	I think Elluminate is a very useful tool. The tutorials that I have done so far have been poorly attended. I would like to encourage other students to participate.		Yes
You can see other people.			
LANGUAGE IS ALL ABOUT COMMUNICATION AND BODY LANGUAGE IS A VITAL PART OF IT. THIS IS MISSING FROM ELLUMINATE.	NO, I THINK I HAVE MADE MY FRUSTRATIONS CLEAR.		No
The tutor will gently let me know if it is incorrect without being scornful.			Yes
There is more time to attract attention of a Tutor and ask him the question and force him to explain fully and not to give some ambiguous answer not on the topic.	Do you really were told that Students are taught something on Elluminate sessions? I am sorry that I have disappointed you but it seems that I am in the mediocre group. I hope that other Students views are better than mine.		Yes
As above.	No.		No
I much prefer this to Elluminate when I can get to the sessions			Yes
For me there is no substitute for seeing the body language of someone as explain something	I find if difficult to attend both face to face and emulate classes with my work/life and I would appreciated greater variety fleibility in the program		Yes
i can see the tutors mouth and gestures and again quick correction			Yes
you can ask the tutor direct if you are having a problem			No
It is much better than Elluminate because you can react more quickly and can see what others are doing			Yes
This is far superior. However, I live in the North of Scotland. Face-to-face tutorials are not practical for someone in my area.			Yes
It is good to meet in a group and hear everyone else speaking.			No
I feel at ease, can mimic my tutor, receive immediate feedback, ask questions / input my opinion with ease !	It has not been made easy to locate previous Elluminate recordings, perhaps this could be addressed?		Yes
It gives us extra ability to work on areas, being able to see our tutor as well as hear our tutor.			
It's more relaxed and interactive than Elluminate can ever be because there are fewer 'rules' or constraints on who can talk and when.	I worry more about my lack or vocabulary when talking in French than I do about my pronunciation. While I would always prefer a face-to-face tutorial to using Elluminate, I do appreciate there is a place for online work - presumably it is difficult for some students to get to face-to-face tutorials and more expensive to run them. However, I would appreciate a choice between the two and would be prepared to travel		Yes

	further (say to London) for a face-to-face tutorial if it were offered as an alternative to Elluminate. I also think that meeting the tutor and other students is very good for morale and for my motivation. Somehow Elluminate doesn't quite manage this.	
it helps	Some of the double negative questions (above) in the form "I never..." are more than useless	Yes
I believe it is important to have that human contact		Yes
It gives me an opportunity to try out different sounds knowing the teacher is present and I can ask questions without having to press a button or worry about interrupting some-one else		Yes
I have only attended two tutorials but I think it is an advantage to see the tutor's mouth when teaching pronunciation.	No.	Yes
	Elluminate herein described is not what I have seen. My course is white board bulleted items with clipart only!	Yes
		No
It is the only opportunity I get.	The survey seems to assume that specific parts of sessions, either on-line or face-to-face, are devoted to pronunciation, which is not the case for the ones I attend, which concentrate mainly on grammar.	Yes
i can learn more easily face-face and i can copy and repeat and correct instantly		No
		Yes
i can see the reactions, it's a more personal experience	i really enjoy both face-to-face and elluminate tutorials. elluminate is great, especially for those who can't get to the face-to-face tutorials. Once you've met up with people face-to-face, it does make it less intimidating to speak on elluminate	Yes
I feel I can be corrected properly, I feel I learn more this way, the communication is better- more natural, more how one would speak in a real situation.		Yes
Not applicable as I do not attend any face-to-face tutorials	No.	No
As above	My tutor has been excellent throughout the course with interesting and fun activities on the whiteboard!	Yes
		No
I can speak to a native teacher in his/her own language.	I did not know that the lessons are recorded and can be play back at any time I need it? If is so I would really like to know how to get to them to practise at home more.also to hear my self speaking and check my mistakes.	Yes
Sounds are clearer and movement of mouth & lips is visible		Yes
It is more fun in a face-to-face environment.	What Elluminate cannot replace, is the good atmosphere and sense of fun and enjoyment which one experiences in a face-to-face tutorial; I also always feels disappointed after an Elluminate tutorial, whereas with a face-to-face tutorial I feel elated and inspired!	Yes
it is more immediate, flexible and two-way. As a student I can input into the session more.	You are assuming that Elluminate is liked and is the primary method of teaching. I do not agree and the tick boxes do not really accommodate this	Yes
You can interact with a group of people simultaneously. You can see the teacher's expressions and gestures. You can see the teachers mouth.	I assumed there would be at least one proper classroom tutorial a month and did not realise nearly all the tutorials would be online and will NOT be doing any more OU courses as a result, instead i will go to my local college for classes.	No
		Yes

feels more personal You can concentrate on French not on messing about with a PC. You can SEE how a person speaks.	no		Yes
	I hate Elluminate. I'm doing L120 to get the certificate but I won't bother doing levels 2 and 3 unless the OU goes back to solely face-to-face tutorials. Elluminate is bad...		Yes
It's helpful. It also helps me to improve my French.	No thank you.		No Yes
It is an opportunity to practise speaking french face to face and see other students pronunciation methods			Yes
good practise and you can listen and watch others.	i am too emabarrassed and shy to use a computer to do talking - i dont even use Skype!		Yes
for the same reasons as above			Yes No
My tutor conducts the tutorials in an informal but constructive way, usually in frence so that we are able to practice pronunciation	I gain the most benefit in learning pronunciation by imitating the words and sentences from the extracts on the course CDs, which are extremely valuable aids.		Yes
I never have done this face to face			Yes
I feel more comfortable with a group of people physically present and learn languages better in a physical learning environment.			Yes
It genuinly improves my knowledge and pronunciation.	no.		No
The same as above.... The more I try and pronounce something the better I will get (it will stick) and I will learn how to say something correctly. In face-to-face tutorials, it can be easily recognised if someone needs more help.			No
Am not attending face to face tutorials as I am an international student			Yes
	It looks as if I do not like Elluminate. I don't mind it and think it's an excellent tool for distance learners with the whiteboard activities etc. It's downfall is that as a language learning tool I think it falls short. You have few cues (body language) to follow. Quality of sound is not good enough and it would help to see the teacher's mouth, especially at beginner stages.		Yes
I can see the tutor and she can see me and how my mouth is working.	My answers are influenced by the lack of any formal learning over the last 50 years and having to cope with computing and tuition has been difficult		No
It helps with my lack of confidence self concious			Yes
	Elluminate is a very good thing, as I am not always able to go to tutorials and prefer learing from home, therefore the Elluminate is great to keep in touch and to stay motivated.		No
I like to see the persons face.			Yes
As above.			No
I feel more comfortable in a face to face environment.			No
N/A			No
same as above	I feel I need more tutorials, if it was at all possible, to improve my pronunciation.		Yes
n/a			Yes
its really fun too ,meeting new people .	I thought I would enjoy learning French again but it's not been that, I have A level French and haven't enjoyed re-learning like I thought I would no.just thanks for the chance to learn .		Yes Yes

The Tutor can correct me and I have the opportunity to listen to other students speak French.	I didn't understand the break-in questions.	Yes
It is more natural and human to have the full range of non-verbal communication available - you don't have to think about it.	As currently designed and implemented by my tutor, it is a poor substitute for face-to face. Perhaps tutors need more training in its use. For instance, ours does not use live video at all. I suspect that feature would aid the teaching of pronunciation. However, off-line video would be even better (and cheaper). The way in which I have used elluminate so far has been fairly passive - ie. I have concentrated merely upon absorbing that information that happened to be provided, rather than trying to proactively obtain that information which I feel would be most valuable to me. But so far I have been in the very early stages of my learning of french, and of my experience with elluminate. As I progress in both of these aspects I suspect that my use of elluminate will become more proactive.	No
as above.	I really have not had time to attend tutorials at all but I would go to a real one in preference to an on-line one as I can give my full concentration to learning rather than having part of my elderly brain thinking about computer skills. I like to see people and find that a lot of communication is non verbal, something that is not possible on elluminate.	Yes
I can concentrate on what I am doing not how to do it. you get a better idea of pronunciation if you can hear the word and how it is formed. More immediate reaction from tutor as to accuracy	You might want to try video clips of people saying words, looking closely at the person's mouth.	Yes
	no	Yes
x	x	No
I don't mind either way It feels more natural being able to see people you are speaking to and increases confidence levels in terms of actually speaking french to others in real life situations. i can progress much more quickly	eluminate is a very useful tool for practising language skills and has the potential to be used far more frequently than it is. However there is no substitute for face to face speech in terms of practicing nturally flowing coversation.	No
I find it less distracting, understand the work better and feel more confident.	no	Yes
		Yes
		Yes
Better face to face -you get instant feedback without waiting or fighting the Elluminate system.	No.	No
I like it when I get it right	As I have only used elluminate once because of my not being available. I have answered the questions to the best of my ability.	Yes
personal advice and constructive examples are very important		No
Same as above.		No
Improvement and easier to hear new words and sounds, able to become more familiar with the words.		No
		No
		No
same as above		Yes
No need to sit through the technical bit.	Elluminate must be very suitable for OU students in difficult terrain ie those who have no access to local teachers. Obviously I'm a bit of a techno dinosaur. I feel I'd have been better off signing up for a French conversation course at the local college. The course books are excellent for the reading and writing side of language	No

<p>never done one but i imagine it would be better</p>	<p>learning. Sorry to be so negative. Just like to say the part of elluminate traingin when the tutor puts you in seperate rooms i think this is called break up room COMPLETE waste of time i hate this part First of all the tutor is not present and i have to practise with one other student . I would never correct or comment on mistakes or bad pronunication because i am not a teacher and becasue the tutor doesnt listen to everything it is a waste of time No one is listening or correctly us and we are wasting valuable time. I think the tutor should keep us all in one room l really hate the part of seperating us and pointless practising if we are not being listened to 100% of the time and corrected. it is very valuable to listen to everyone speaking as you get to hear different accent and hear them being correstctly throughfore learning yourself</p>	<p>No</p>
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Statistical Data from the Questionnaire Responses

q1d How many years ago did the participants study French?

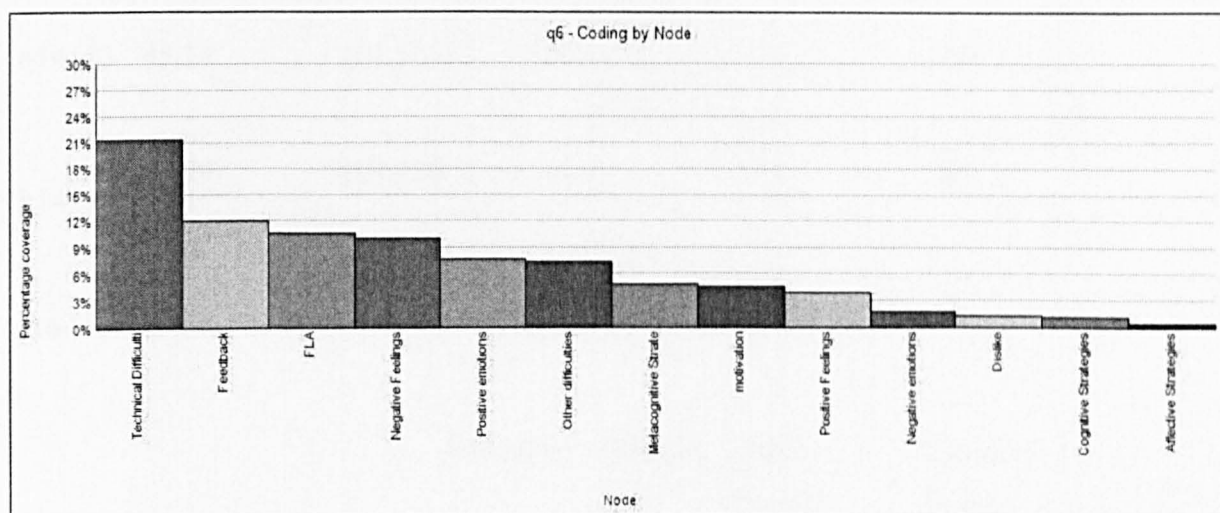
		Frequency	Percent
	1 1-5 years	1	1.1
	2 6-10 years	6	6.9
	3 11-20 years	3	3.4
	4 More than 20 years	59	67.8
	Total	69	79.3
Missing	System	18	20.7
Total		87	100.0

q2 How many years did they study French for?

	Frequency	Percent
1	9	10.3
2	15	17.2
3	8	9.2
4	9	10.3
5	20	23.0
6	3	3.4

- 7	3	3.4
8 more than 7 years	2	2.3
Total	69	79.3

q6 Reasons for their enjoyment (or lack of it) of learning pronunciation during Elluminate sessions:



Q14 Scale on FLA, showing corrected item – total correlation before scores for items 2, 6 & 7 were reversed

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
q14_1	45.32	99.825	.664	.548	.883
q14_2	44.78	107.847	.404	.447	.894
q14_3	45.20	99.206	.651	.595	.884
q14_4	44.76	100.255	.691	.696	.882
q14_5	44.39	101.543	.684	.591	.883
q14_6	44.76	107.650	.348	.423	.898
q14_7	44.60	112.173	.223	.427	.902

q14_8	43.95	106.789	.624	.495	.887
q14_9	44.61	100.822	.676	.601	.883
q14_10	44.51	101.625	.714	.598	.882
q14_11	44.75	100.633	.698	.707	.882
q14_12	44.34	102.670	.619	.499	.885
q14_13	45.14	101.516	.602	.523	.886
q14_14	43.79	107.259	.615	.498	.887

q16 How comfortable to they feel using the Elluminate software?

	Frequency	Percent	Valid Percent	Cumulative Percent
1 Very comfortable	30	34.5	34.5	34.5
2 I could do with more practice	18	20.7	20.7	55.2
3 It is fine for what I need to do with it	20	23.0	23.0	78.2
4 I feel stressed out using it	8	9.2	9.2	87.4
5 N/A	1	1.1	1.1	88.5
6 Other	10	11.5	11.5	100.0
Total	87	100.0	100.0	

q17 Do they think that compared to f2f, learning pronunciation online is:

	Frequency	Percent
1 Easier	2	2.3

2 More difficult	43	49.4
3 About the same	38	43.7
4 N/A	4	4.6
Total	87	100.0

Q20a Scale on the VLE showing corrected item – total correlation before score for item 7 is reversed

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
q20a_1	20.41	25.362	.696	.548	.769
q20a_2	19.39	27.148	.682	.678	.776
q20a_3	19.32	28.500	.677	.671	.781
q20a_4	19.74	27.290	.552	.414	.796
q20a_5	20.20	25.461	.735	.594	.763
q20a_6	19.14	27.074	.716	.563	.771
q20a_7	20.63	33.491	.064	.078	.884

q23 Scale on learning strategies showing corrected item – total correlation

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
q23_1	38.41	162.966	.531	.518	.913
q23_2	38.39	160.799	.670	.544	.908
q23_3	38.75	157.331	.753	.691	.905
q23_4	38.10	163.140	.668	.573	.909
q23_5	38.41	163.292	.631	.568	.910
q23_6	38.93	155.251	.678	.569	.908
q23_7	39.40	153.708	.559	.370	.915
q23_8	39.43	152.224	.713	.661	.906

q23_9	39.03	152.801	.722	.638	.906
q23_10	39.06	152.380	.698	.669	.907
q23_11	38.34	162.252	.514	.451	.914
q23_12	38.20	161.950	.723	.561	.907
q23_13	38.99	156.988	.650	.525	.909

q24 When they saw a word on the whiteboard which they did not know how to pronounce in French

	Frequency	Percent
1 I generally wait for another student to use it in the activity	25	28.7
2 I generally use another word with similar meaning	11	12.6
3 I generally try to say it using a similar sound from English	20	23.0
4 Other - Please specify:	31	35.6

q25 They know what strategies to use when learning pronunciation

	Frequency	Percent
1 Never	7	8.0
2 Almost never	5	5.7

3 Sometimes	39	44.8
4 Often	14	16.1
5 Very often	6	6.9
6 N/A	16	18.4
Total	87	100